DOCUMENT RESUME

ED 265 670 EA 018 215

TITLE Arkansas Capacity Building Dissemination Project. Final Report.
INSTITUTION Arkansas State Dept. of Education, Little Rock. Div. of Planning and Education.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 12 Apr 85
GRANT NIE-G-80-0023
NOTE 125p.; Parts of document contain small, broken type.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Comparative Analysis; Elementary Secondary Education; Grants; *Information Dissemination; *Information Networks; *Information Services; Information Systems; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Departments of Education; State Programs; User Satisfaction (Information)
IDENTIFIERS Arkansas; Arkansas State Department of Education; National Institute of Education; Project AID

ABSTRACT

The goals of the Arkansas Capacity Building Dissemination Project (Project AID--Arkansas Information Dissemination) were to (1) increase the use of information for decision-making in Arkansas, (2) increase implementation of beneficial programs and practices in Arkansas schools, (3) develop a strong dissemination and communication staff at the Arkansas Department of Education (ADE), and (4) coordinate and strengthen all ADE dissemination efforts. This final project report addresses each of these goals and gives an outline of project activities and accomplishments. After a brief introduction, the three major components and activities of the project are described: building resources, building linkages, and building coordination and leadership. A detailed comparison of ADE dissemination resources before 1980 and at the conclusion of Project AID is also included. The subsequent discussion covers institutionalization of Project AID, its approach to equity issues, its effect thus far, client responsiveness and satisfaction, significant learnings about dissemination, and the establishment of collaborative relationships. Extensive appendices include a variety of related brochures, information sheets, statistics, financial reports, an annotated bibliography on parental involvement, and an end of year report for 1984-85. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED265670

Final Report

Arkansas Department of Education
NIE Capacity Building
Dissemination Project
End of Year Report
April 12, 1985

EA 018 215

Final Report

Project Number 9-1567
Grant Number NIE-G-80-0023

Arkansas Capacity Building Dissemination Project

Arkansas Department of Education
Planning and Education Division
State Education Building
#4 Capitol Mall
Little Rock, Arkansas 72201-1021
February 15, 1985

The research reported herein was performed pursuant to a grant with the National Institute of Education U.S. Department of Education. Contractors/Grantees undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.

ABSTRACT

The goals of the Arkansas Capacity Building Dissemination Project were to 1) increase utilization of information for decision making in Arkansas, 2) increase implementation of beneficial programs and practices in Arkansas schools, 3) develop a strong dissemination and communication staff at the Arkansas Department of Education (ADE) and 4) coordinate and strengthen all ADE dissemination efforts. The following final project report addresses each of these goals and gives an outline of project activities and accomplishments.

The Arkansas project (Project AID - Arkansas Information Dissemination) is part of the Communication and Dissemination (C & D) section of the ADE, a new section that was formed in 1979 to address concerns about improving decision-making processes in local schools. The work of the section is based on a model for school renewal that includes commitment to change at the local school level, a strong resource base at the ADE and a system of linkers that facilitate improvement at the local level.

The activities of Project AID in the last five years have been planned to work toward project goals and to ensure institutionalization of information services established and refined by the C & D section.

NIE Capacity Building Dissemination Project

Arkansas Department of Education

End of Year Report for Fifth Year Project

Grant or Contract Number: NIE G-80-0023

Period : February 14, 1980 to February 15, 1985

Date of Submission: April 12, 1985

Name of Agency: Arkansas Department of Education

Title of Project: Arkansas Capacity Building Dissemination Project

Project Director: Dr. Sara Murphy

NIE Project Officer: Dr. Arch K. Steiner

TABLE OF CONTENTS

Introduction. 1

Major Components and Activities: Building Resources. 3

Building Linkages 6

Building Coordination and Leadership. 9

ADE Dissemination Activities Before 1980 and at the Conclusion of Project AID 14

Institutionalization of Project AID 17

Project AID's Approach to Equity Issues 17

Impact of Project AID 19

Client Responsiveness and Satisfaction. 21

Significant Learnings about Dissemination 22

Collaborative Relationships 24

Appendix A ERMA Brochure

Appendix B ADE Organizational Chart

Appendix C APPLE Brochure

Appendix D Information on State Recognition Program

Appendix E List of Primary and Secondary Linkers

Appendix F CONNECT*ED Brochure

Appendix G Information on Dissemination and School Improvement Project

Appendix H Statistics on Information Packets Delivered to Local School and ADE Professionals

Appendix I Information Packet Evaluation Form

Appendix J ADE Policy Statement on Communication and Dissemination

Appendix K Financial Reports

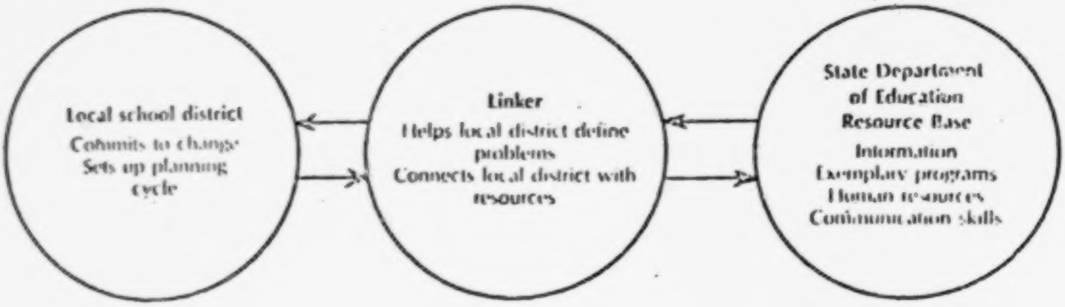
Appendix L End of Year Report for February 15, 1984 through February 15, 1985

INTRODUCTION

In 1979 the Arkansas Department of Education General Education Division Director established the Communication and Dissemination (C & D) section, which included the Arkansas Capacity Building Dissemination Project, the National Diffusion Network's State Facilitator's office and the ADE communication office. As a result of the special legislative session of the 1983 Arkansas General Assembly, three progams were added to the section - the APPLE program (Arkansas Parents - Partners in Learning Experiences), the State Recognition Program and educational planning. The C & D section is headed by a cabinet level associate director.

Generally, the responsibilities of the section include producing and/or editing all ADE publications and media productions; managing and operating an electronic communication system involving the ADE and local schools; providing computer and manual searches of education information to local school and ADE professionals; building and maintaining an education resource base (the ADE Information Center), managing the National Diffusion Network's state facilitator office; providing technical assistance and guidance to all school district administrators in formulating plans for school improvement within each district; establishing and managing the APPLE program, which involves teaching parents how to help their children in school; and coordinating and managing the State Recognition Program.

Management of the C & D section is based on a three circle concept that involves a strong resource base and the linking of that base to those in schools and the ADE who are planning for educational change and renewal. The model outlined below depicts the process for school improvement called educational renewal or ERMA (Educational Renewal Model for Arkansas).



The philosophy behind this model calls for information utilization based on specific needs, as determined by district personnel, commitment from the districts and a strong base for providing resources and alternatives from which choices can be made. The other component, linkage, provides technical assistance to districts in assessing their needs, setting goals and making choices that will help them achieve these goals.

Organization of the C & D section in 1979 and funding of the Arkansas Capacity Building Dissemination Project have provided for the development of a large component of the resource base in the renewal model and have allowed for coordination of many communication efforts within the ADE to the local schools and general public.

Major Components and Activities

Major activities of Project AID can be described as both on-going activities and special projects and all of the project's activities can be classified in the three major areas of organization established by the National Institute of Education for capacity building dissemination projects - building resources, building linkages and building coordination and leadership.

Building Resources

Prior to the establishment of the Arkansas Capacity Building Dissemination Project and the ADE Communication & Dissemination Section, professionals in the ADE did not have a central collection of education resources or information services for their use. To obtain information on educational issues, ADE staff members relied upon small, scattered collections of information that were incomplete and hard to access. Technical assistance in developing resources and publications was virtually unavailble within the ADE.

Professionals in local school districts were having even more trouble finding resources and technical assistance. Approximately three-fourths of the children in Arkansas attend districts with enrollments of less than 5,000 students and more than half of Arkansas' districts have less than 500 students. Many of the students are from culturally deprived areas and their school districts, suffer from a lack of options for school improvement and because of isolation from resources that could aid in better decision making.

A major activity of Project AID was to address the problem of uncoordinated resources and technical skills within the ADE and the lack of access to these resources by local school professionals. Project staff are continuously involved in building a resource base that addresses the information needs of ADE and local school professionals. Prior to 1979 and Project AID, there was no professional library or research center in the ADE. Professionals in the Department maintained their own collections with little knowledge of resources that others had available.

The Department now has an Information Center that not only has access to computerized data bases such as ERIC (Educational Resources Information Center, ECER (Exceptional Child Educational Resources) and SPIF (School Practices Information File), but also accesses on a daily basis the education networks of the National School Public Relations Association and the Council of Chief State School Officers.

Identification of new data bases continues with the active involvement of Project AID staff in the Arkansas Committee on Networking, the Arkansas Information/Referral System Task Force and the Arkansas Library Association.

The Information Center collection has grown from no resources to include approximately 1,000 titles, subscriptions to approximately 50 professional journals, the ERIC microfiche collection and a large collection of curriculum guides from schools across the nation.

Through a cooperative agreement established with the Arkansas State Library in 1980, ADE professionals also have access to a large reference collection and the expertise of reference librarians. Project AID staff continue to do manual searching using the State Library's collection in order to supplement resources available through the Information Center.

The base of education resources available to ADE and local school professionals was also strengthened with the coordination of all statewide dissemination activities within the Department into the C & D section, including the communication office, the National Diffusion Network and Project AID.

In using the educational renewal model for providing information services to school professionals, it is vital that the resource base be responsive and useful and that it support a variety of information needs for school improvement. Building and maintaining this resource base has been a major activity of project staff and is in part responsible for the success of using the renewal model in bringing about constructive change in Arkansas schools.

Building Linkages

The linkage component of Arkansas' comprehensive dissemination program has been addressed in three ways - primary linkers, secondary linkers and CONNECT*ED. Prior to the establishment of the new C & D section, the NDN State Facilitator Project had built a highly successful network of approximately 300 NDN adopters in Arkansas. Many of these, however, were selected simply because they were available with sometimes little match between need and program. Because of staff experiences with other dissemination efforts both in the NDN and ESEA Title IV-C, Department personnel recognized a gap between information and program needs and access to and expertise in using the information once it was obtained.

The goal for the linkage component of Project AID has been to establish and maintain a communication and technical assistance network between state department personnel and local school practitioners. To accomplish this, primary linkers (those within the ADE) and secondary linkers (those in local schools) were identified and oriented in using C & D section services and resources. The primary linker group consists of people in various sections of the ADE that work directly with schools in program improvement.

Secondary linkers are those information users in local schools that work with their peers in school improvement efforts and make certain that as broad a survey of information as possible is made in obtaining information and programs to meet their needs. A sample listing of primary and secondary linkers is included in the Appendix.

In planning all linker training sessions and Project AID awareness sessions, personnel in four school districts were consulted for input on specific information needs of educators and on how to address these needs. These four districts were involved in the design of ERMA (Education Renewal Model for Arkansas) and were aware of the types of roles an effective linker should play in working with school professionals.

Another major linkage activity of the C & D section has been the design and development of an electronic communication system linking local school districts and the ADE in information exchange. During 1982, the Department and 22 school districts experimented with a system that involved storing information about Arkansas education in a computer system in Virginia (The Source) and retrieval of this information by district personnel at their convenience. Knowledge gained during this experimental period included:

1) Rural, isolated districts had to pay more for access to the system because of long distance phone charges.

2) Training in how to use the system is very important and should be streamlined and include onsite visits.

3) The average hourly cost per district for use of the system was approximately $40.

From the beginning of this project, participants believed in the value of an electronic information system because of advances in technology, the amount of information that must be dealt with and the lack of speed and efficiency with which information was being received through conventional methods. One concern was also the cost of a system that relies on an information service located outside the state and, for many districts, long distance phone charges.

Based on experience with the pilot system and concerns of the participants, a state-based system has been developed. Through an in-WATS line, local school district personnel can retrieve information that has been entered and stored in the ADE computer. The only cost to a district, if it already has a computer, is for a telephone modem and communication software. The ADE C & D section is responsible for collecting and entering the data and for providing technical assistance to schools joining the system.

CONNECT*ED provides daily updates on information for Arkansas educators. This has been especially important since the beginning of statewide school improvement efforts in 1983 which include new educational standards that must be met by each school district by 1987. CONNECT*ED is also an electronic linker of the ADE and school districts that improves dissemination capacity tremendously and gives each district access to the same information as any other district. Plans are for the system to include all 361 Arkansas school districts and to provide electronic mail, bulletin boards and data transfer capabilities. Until all districts are part of the CONNECT*ED system, a paper version will be mailed to all Arkansas school district bi-weekly.

Building Coordination and Leadership

Activities to build coordination and leadership have been varied in perspective and particpants. Major activities of the project in building coordination and leadership include 1) coordinating dissemination activities of the ADE, 2) providing technical assistance and resources to school administrators in planning for school improvement, 3) working with Arkansas' new educational cooperatives in program and resources planning and 4) providing in-depth linker and information services to several of the lowest achieving school districts in Arkansas.

Coordinating dissemination activities of the ADE was one of the major reasons the ADE Director created the C & D section. This action was important in helping ADE staff realize that coordination of dissemination activities was a major goal of the director and thus of Project AID. This goal has been addressed in several ways. In 1981, project staff and members of the Department's Dissemination Council directed a pilot study to determine what types of information ADE professionals needed to have available in computerized school district files that would help them when working with districts in school improvement. Three districts were randomly selected and were used as a mechanism for bringing together ADE professionals that provided services to these districts. Sessions were held on each district and participants were asked to share information on specific activities for program improvement they were involved in within that district as well as what each person felt he/she needed to know about activities others are involved with in order to be more effective. The Dissemination Council committee categorized and synthesized the collected information and reported the results to ADE associate directors. As a result of this study, a project involving a local school district and the ADE was funded through Title IV-C that addressed the management of information going from the ADE to the districts and from the district to the ADE. This study was also the basis for the development of CONNECT*ED, the electronic communication system that links the ADE and local schools.

Coordination of ADE dissemination activities was strengthened further because of the inclusion of all ADE sections in planning and designing CONNECT*ED. Since all information to be included in CONNECT*ED is reported to the communication office, it has been easier for the communication staff to provide broader coverage of ADE programs and activities in other publications. With the expansion of CONNECT*ED, further coordination of these types of activities will be possible.

The C & D section has also played a major role in building leadership skills in Arkansas educators. Act 7 of the 1983 Extraordinary Session mandates that all school districts will have on a file with the ADE by July 1, 1985 a six-year plan for school improvement. The requirements of Act 7 are based on the planning experiences of school districts that have used the ERMA model for school improvement. As described earlier, this model depends on commitment to change at the local level, an effective linker system and a strong resource base. The model also builds success into school improvement efforts by involving the school's community, staff and students in planning. Better communication among all involved in education is a side effect of educational renewal that has proven to be extremely beneficial.

C & D staff were responsible for developing guidelines and report forms for Act 7, providing the resource base necessary in making educational change and providing technical assistance to school district administrators in meeting the requirements of the act. In the fall of 1984, approximately 450 Arkansas educators attended 14 workshops on educational planning that were designed and presented by C & D staff. Approximately 450 packets of information on setting goals and doing needs assessment surveys were mailed to local school administrators.

In an effort to help all Arkansas school districts meet the new education standards, legislation was passed in 1983 that created a pilot system of eight educational cooperatives. Project AID staff have been involved in planning and developing these co-ops and their services in a variety of ways. In the last year over 100 packets of information on various topics were provided to co-op staff through the ADE Information Center. Technical assistance in using computers in communication and information retrieval has also been provided, along with workshop and planning support. Most of the 14 planning workshops presented by the C & D section were offered to school administrators through cooperatives. The co-ops have been able to provide program support for their schools through NDN awareness and training sessions on specific programs. Plans are for all Arkansas districts to eventually participate in an educational cooperative, thus providing an avenue for expansion of C & D services to all schools.

The building of leadership skills and linkages was addressed in a special project, Dissemination and School Improvement, designed and carried out by Project AID staff in 1981. After the delivery of hundreds of packets of information to local school professionals and interviews with some of the recipients, AID staff became concerned about the utilization of information by school personnel once it had been disseminated and about the effect access to a wide variety of information could have on school improvement. The consensus of the staff was that intensive activity with a few districts while continuing to process requests received at large would not only give the staff more experience with school improvement and linkage processes, but would also be more beneficial to those school districts and thus the students. The districts chosen to participate in the project had a variety of populations, goals and problems and were at various stages in goal setting and planning. Linkage activity in all the districts varied to meet the specific needs of the schools. Through this study, dissemination activites from the ADE were improved and streamlined to be more responsive and professionals in the districts were made aware of resources available to help them in program improvement efforts.

ADE Dissemination Activities
Before 1980 and at the Conclusion of Project AID

Prior to 1980	After Project AID
Resources	Resources
No searching of ERIC - manual or computerized	Computerized searching of ERIC and other online data bases
No periodical holdings	Subscriptions to over 50 professional journals
No curriculum collection	Extensive collection of curriculum guides from SMERC and other states
Small, fragmented collection of professional materials scattered across the ADE	Centralized collection of education resources with facilities for professional research (ADE Information Center)
No special collection of resources on Women and Minorities in Education	Files of information on Women and Minorities in Education in Info. Center
No Master Calendar or Deadline Calendar	Both calendars distributed statewide
No resource base of information on helping parents help their children in school	APPLE (Arkansas Parents - Partners in Learning Experiences) Program
No abstracted bibliographies produced for distribution to local schools	Bibliographies on microcomputers in education, effective schools and parent involvement produced and distributed to about 2500 educators

Prior to 1980	After Project AID
Linkages	**Linkages**
No formal linkage system between ADE and schools	Identification and training of primary and secondary linkers
No linkage system within ADE	ADE Dissemination Council and Inservice Committee
No awareness presentations made to local school professionals about C & D services	Awareness presentations made to about 5000 Ark. educators
No computerized network linking ADE and schools on daily basis	CONNECT*ED
No statewide, representative group to advise ADE on cissemination functions	State Advisory Committee on Dissemination
Leadership	**Leadership**
ADE dissemination efforts fragmented and uncoordinated	ADE Communication and Dissemination section formed that included all major dissemination programs in ADE
No recognition of successful teachers, school practices and students	State Recognition Program with components for teacher, student and school recognition
No staff to operate Information Center and provide information packets to local educators	ADE Information Center fully operational

Prior to 1980	After Project AID
No position statement on ADE Communication and Dissemination	Position statement approved by State Board in December 1981
No technical assistance provided to local school adminsitrators in using information in decision making and planning	Educational Renewal Model for Arkansas included in Act 7 of 1983

Institutionalization of Project AID

The acceptance and value of services and expertise provided through Project AID is evidenced by the inclusion of funding for staff and maintenance and operation of the Information Center in the budget for the next biennium. This budget was approved by the State Board of Education and presented to the Arkansas Legislature in January 1984.

C & D section services have also been supported through Chapter 2, the National Diffusion Network and state funds since 1979. With the addition of three new programs (APPLE, State Recognition and Educational Planning), monetary support for the section has been broadened and made more stable. Chapter 2 funds are currently being used by Information Center staff in working with the educational cooperatives in their development.

All functions of Project AID will continue after support from the National Institute of Education ends.

Project AID's Approach to Equity Issues

Project AID has been sensitive to the problems of inequality in the schools for many types of children and adults. Based as it is in a Southern state with a 23 percent minority population and with many districts where black children are in the majority, project staff have tried to develop resources which will help improve programs and practices for those children.

The first step in addressing the issue of educational equity was to develop a specialized resource base of information on equity topics. Information Center staff maintain a special file of information on "Women and Minorities in Education" and use this file along with ERIC and other data bases to prepare packets of materials on equity issues that have been specifically requested by educators. Over the last five years, approximately 100 packets have been prepared for Arkansas educators on such topics as sex equity, women in education, migrant education, bilingual education, desegregation and magnet schools.

A major activity in addressing the concern of educational equity for minority students was the special project described in the "Building Coordination and Leadership" section of this report. Some of the school districts involved in the Dissemination for School Improvement project have a majority of black students and had the lowest scores on the statewide assessment. (A breakdown of information on these schools is included in the appendix.) After intense linkage activity with educators in the project schools, information requested by these educators focused on basic skills achievement and improving the self-concept of students. Perhaps most beneficial to the students, though, was the realization by teachers and administrators participating in the project that there was a wealth of information available to them from the ADE and other sources to aid in their school improvement efforts.

The first step in addressing the issue of educational equity was to develop a specialized resource base of information on equity topics. Information Center staff maintain a special file of information on "Women and Minorities in Education" and use this file along with ERIC and other data bases to prepare packets of materials on equity issues that have been specifically requested by educators. Over the last five years, approximately 100 packets have been prepared for Arkansas educators on such topics as sex equity, women in education, migrant education, bilingual education, desegregation and magnet schools.

A major activity in addressing the concern of educational equity for minority students was the special project described in the "Building Coordination and Leadership" section of this report. Some of the school districts involved in the Dissemination for School Improvement project have a majority of black students and had the lowest scores on the statewide assessment. (A breakdown of information on these schools is included in the appendix.) After intense linkage activity with educators in the project schools, information requested by these educators focused on basic skills achievement and improving the self-concept of students. Perhaps most beneficial to the students, though, was the realization by teachers and administrators participating in the project that there was a wealth of information available to them from the ADE and other sources to aid in their school improvement efforts.

As a result of this project, other ADE sections have focused on the special needs of schools with large minority populations in Arkansas.

Project AID staff have also been active in the Association of Women Education Supervisors (AWES). AWES is an organization made up of supervisors in the ADE that meets monthly to discuss equity issues for women and minorities in schools and other organizaitons. AWES provides support, both emotional and monetary, to women who are aspiring to be educational administrators. AWES and the ADE annually sponsor the Women's Leadership Forum. The purpose of the Forum is to bring together women across the state who are isolated from others who have the same goals. In 1984, Project AID staff was responsible for planning, organizing and promoting the Forum and staff members have also served as officers for AWES.

Impact of Project AID

The impact of Project AID can best be described by relating the numbers of requests for information and assistance received over the last five years. Educators at the local school level, at colleges and universities and the ADE have requested an average of over 775 information packets annually. The impact of the project can also been seen in the fact that school districts in 75 percent of the state's counties have made specific requests for information. Adoptions of NDN programs have greatly increased in the last five years because of the effectiveness of the C & D section in matching needs to programs. The APPLE (Arkansas Parents - Partners in Learning Experiences) program, which had as a goal for 1984 the training of 100 leaders for local APPLE programs, has already trained over 300 leaders. Workshops and awareness presentations on C & D section services have been given to approximately 4000 Arkansas educators since 1980.

The ADE C & D section has also played a major support role in the school reform movement in Arkansas. The Quality Education Act of 1983 established the Education Standards Committee to draft recommended standards for Arkansas schools for adoption by the Arkansas General Assembly. Research results, on which the recommended standards were based, were provided to Standards Committee members by the Information Center. Support was also provided through the communication office for writing, editing and publishing of the new standards.

The recommended standards were approved by the State Board of Education and mandated by the General Assembly during a special legislative session in the fall of 1983. Each school district in Arkansas must meet these recommended standards by 1987 or be merged with the closest district that does meet the standards. Because of the challenge to districts in meeting the new standards and the necessity for using information in making successful change, the services of the C & D section have been used more in 1984 than ever before. The Information Center alone received over 1,000 specific requests for information in 1984.

The impact of Act 7 on the way school districts in Arkansas operate has also increased the demand for C & D services, as local school administrators begin planning for school renewal. Guidance, technical assistance and support in making drastic changes in local schools has been necessary. Since the C & D section has operated in the linker and resource base roles of the educational renewal model since it was created, section staff members have easily transferred this process to helping local schools.

Client Responsiveness and Satisfaction

Because of local school experiences with dissemination efforts of the National Diffusion Network and ESEA Title IV-C and because of the isolation of local school personnel from information resources and services, local educators have been quick to respond to and accept the information services offered by Project AID. In 1980, the staff of Project AID conducted awareness activities for more than 3,000 educators, including those secondary linkers that attended ten regional training workshops. To date, school district personnel in over 75 percent of the state's counties have been served through the Information Center. All 361 districts receive ADE publications produced by the C & D communication office and leaders in over 100 school districts have been trained for participation in the APPLE program.

A good example of the coordination and effectiveness of C & D services is the response to an article in a recent issue of CONNECT*ED, which is published by the communication office. Included in the issue was a short paragraph about the availability from the Information Center of a packet of information on passing millage increases in school elections. Over 200 Arkansas school districts must pass millage increases in March 1985 in order to meet the new education standards. The day after the CONNECT*ED issue was mailed, the Information Center received almost 50 requests for the packet. A total of 106 millage increase packets were mailed to school districts and educational co-ops based on this article.

A indication of client satisfaction with C & D services can be gotten from the return of search evaluation forms that are included in each information packet produced by the Information Center. Over 90 percent of the evaluations that are returned have the packets rated as very or generally relevant and very useful. A copy of the packet evaluation form in included in the Appendix.

Significant Learnings About Dissemination

Because of the newness of a comprehensive dissemination section in the ADE and experiences in the educational renewal process, various methods of dissemination have been used by the C & D section. Several special projects were designed and carried out by the C & D section in order to learn more about effective dissemination. Three of these projects have been the computerized school district data base study done in 1981, the Dissemination and School Improvement project involving seven of the lowest achieving districts in the state and CONNECT*ED, the experiment in electronic communication.

Significant learnings about dissemination and knowledge utilization include the following:

1) The more specific the disseminated information is to the needs of the requestor, the more this information will be used in decision making.

2) It is important to be pro-active in some dissemination efforts, so that information needs can be anticipated and preparations made to meet these needs.

3) For institutionalization of information services to be effective, project staff need to have high visibility within the organization.

4) Identification of the capacity-building program as a project made users of dissemination services think of the program as "temporary" and made institutionalization harder.

5) Access to new data bases and other resources enabled project staff to be more responsive to

educators' needs. It is important to stay informed about and trained in the use of new resources and technology.

Collaborative Relationships

From the beginning of Project AID, collaborative relationships have been sought and have been necessary to the effectiveness of C & D services. In 1980, technical assistance in dissemination techniques and resource building was received from the staffs of the Southwest Educational Development Laboratory (SEDL) and Project CITE in Austin, Texas. The project has also cooperated with SEDL on numerous activities, including coordinating The Resource Learning Conference in Arkansas. The project director serves on the SEDL Regional Exchange Board.

The Arkansas State Library (ASL) has been a valuable ally and has been supportive in providing shared resources and the expertise of reference librarians. Manual searches of the ASL collection that complement searches done in the ADE Information Center continue to be done. Project AID and ASL staff have also worked together on committees such as the ASL Government Documents Advisory Council, the ADE Statewide Dissemination Advisory Committee and the Arkansas Committee on Networking.

Cooperative relationships have been established with the University of Arkansas at Little Rock, the University of Central Arkansas, the Arkansas Information and Referral Task Force and the Council of Chief State School Officers that involve sharing resources and experiences. Collaborative efforts in dissemination, awareness and knowledge utilization training with the National Diffusion Network State Facilitator's office have been natural because of the organization of the C & D section, which includes both the NDN State Facilitator's office and Project AID. Many of the activities described in this report have been co-operative efforts between these two offices.

Appendix A

ERMA Brochure

School Improvement That Works!

Educational Renewal Project for Arkansas
Division of Communication and Dissemination
Arkansas Department of Education
Little Rock, AR 72201

This brochure is paid for by ESEA Title IV-C funds from the U.S. Office of Education.

ERMA a process for making schools better

ERMA

stands for Educational Renewal Model for Arkansas, a practical, workable method for improving school districts. Through ERMA positive change happens from within a school district — according to its own goals, needs and priorities.

ERMA

helps a school district answer the following questions:

- Where do we want to be?
- Where are we now?
- How can we get to where we want to be?
- How will we know when we have arrived?

how ERMA does it

ERMA

works through people to accomplish school improvement. First, ERMA helps local district people build a commitment to make things better in schools. Then it helps them organize for change. And last, it links them with the resources they need to improve.

It is a sound formula for bringing about school improvement. And three pilot school districts, Sheridan, Kingston and Wynne, have proved that it works. People are willing to work for improvement that they have had a part in planning, and in ERMA everyone, teachers, students, parents, administrators, is involved.

ERMA made in Arkansas

ERMA

was designed in Arkansas schools by Arkansas educators. It is a way to bring about school improvement with local district focus. It is especially effective in small schools where there is sometimes little time or personnel for such effort.

The Arkansas Department of Education asked three pilot districts to decide what was needed to make the state goals work in their districts. There was no mandate, just small grants to support the process and the offer of help from the outside when needed. The job of pilot districts was to design a renewal system which would work in local districts, which took into account their assets and their limitations, their makeup and their size.

ERMA

was the result. It works on the principle that the people in schools have the capacity to make them better if they are willing to identify and own the problems and to work together toward solutions. Simple? No. It involves much planning together and hard work but it is possible where people care about the kind of education their children get.

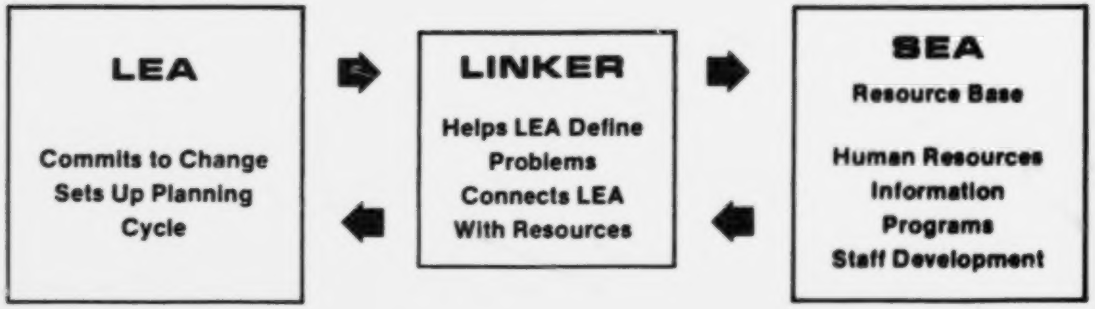
the ERMA linkers

ERMA

calls for getting help when a school district decides it needs help. This way, the help, whether in the form of a consultant, information or a new program, takes hold and makes change possible because it addresses real needs.

One person in the school district, who coordinates the project usually on a part-time basis, is the **internal linker.** Working with the school district from the outside is an **external linker** who helps connect the school district with all the outside resources needed to support the process of improvement.

where linkers get help for ERMA



LEA

Commits to Change
Sets Up Planning
Cycle

LINKER

Helps LEA Define
Problems
Connects LEA
With Resources

SEA

Resource Base

Human Resources
Information
Programs
Staff Development

The Arkansas Department of Education, in response to the needs identified by the renewal school districts, is building a resource base of support for them. It includes:

Human Resources
Educational information and research
Staff development
Successful programs

This base has meaning only if it is able to meet the needs identified by local school districts. It is constantly expanding to cover those needs.

No one has all the answers in education and no one has to have. Children are too diverse and education is too complex for that. But local districts do need access to answers. Building a resource base that will contain those answers is the role which the Department of Education plays in ERMA.

do-it-yourself change

ERMA

is a cycle of educational change which becomes self-sustaining because local people work to make it that way. Through ERMA, local districts have access to the best information available on school improvement. They learn from others' mistakes and successes. And they develop an increased awareness of what people can do to solve their own educational problems.

A user's manual and resource guides are available for ERMA from the Arkansas Department of Education.

For further information contact:

Mary Gunter, Regional Facilitator
Boston Mountain Educational
Cooperative
P.O. Drawer 248
Prairie Grove, AR 72753

David Robinson
Educational Renewal Project
Sheridan High School District
400 N. Rock
Sheridan, AR 72150

Pat Flanagin, Assistant Superintendent
Marianna School District
Box 309
Marianna, AR 72360

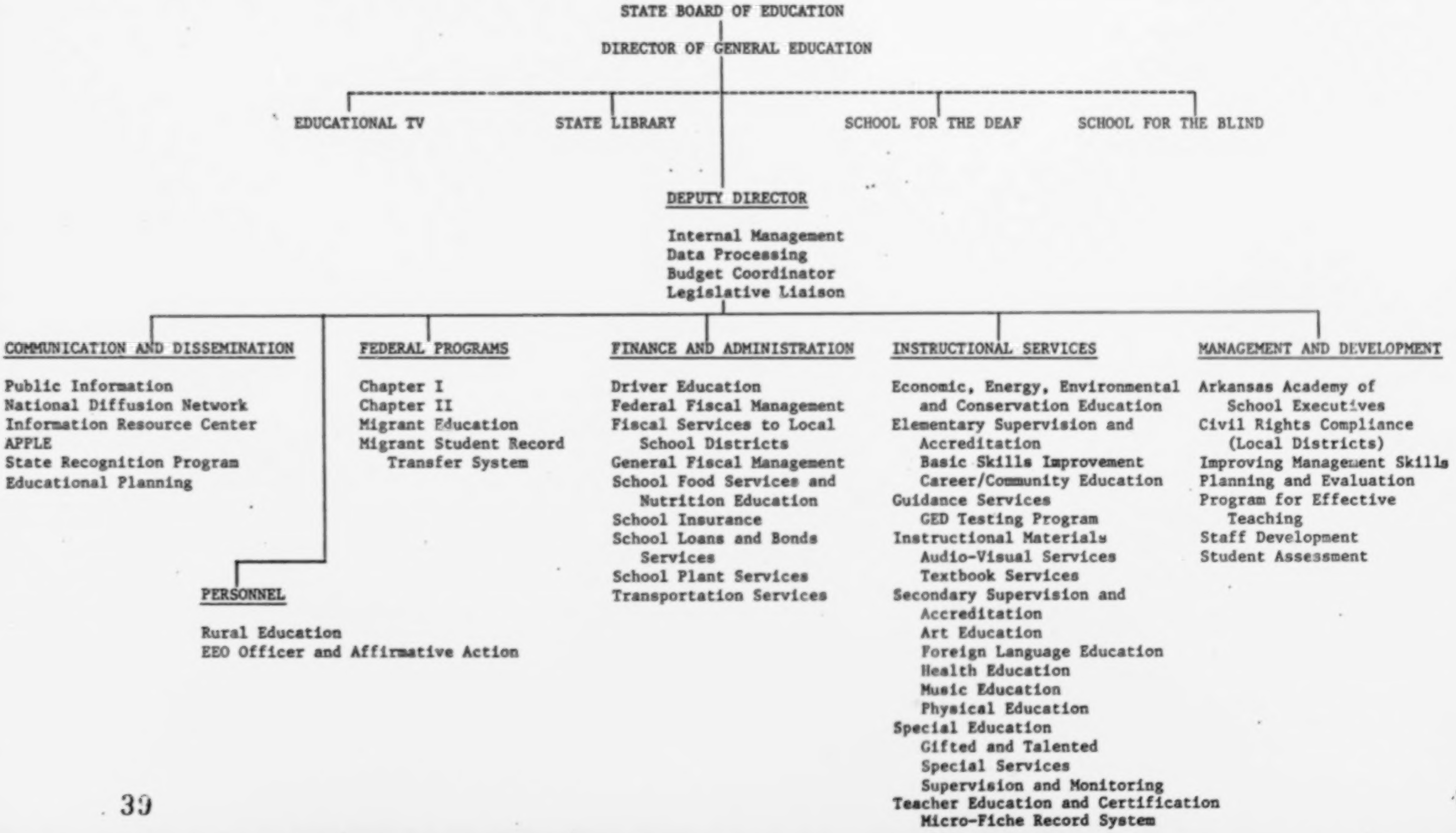
Gary Huggins
Educational Renewal Project
Wynne Public Schools
P.O. Box 69
Wynne, AR 72369

Johnny Hunter
Educational Renewal Project
Kingston Public Schools
P.O. Box 149
Kingston, AR 72742

Dr. Sara Murphy
Associate Director
Communication and Dissemination
Arkansas Department of Education
Capitol Mall
Little Rock, AR 72201

Appendix B

ADE Organizational Chart



STATE BOARD OF EDUCATION

DIRECTOR OF GENERAL EDUCATION

EDUCATIONAL TV

STATE LIBRARY

SCHOOL FOR THE DEAF

SCHOOL FOR THE BLIND

DEPUTY DIRECTOR

Internal Management
Data Processing
Budget Coordinator
Legislative Liaison

COMMUNICATION AND DISSEMINATION

- Public Information
- National Diffusion Network
- Information Resource Center
- APPLE
- State Recognition Program
- Educational Planning

PERSONNEL

- Rural Education
- EEO Officer and Affirmative Action

FEDERAL PROGRAMS

- Chapter I
- Chapter II
- Migrant Education
- Migrant Student Record Transfer System

FINANCE AND ADMINISTRATION

- Driver Education
- Federal Fiscal Management
- Fiscal Services to Local School Districts
- General Fiscal Management
- School Food Services and Nutrition Education
- School Insurance
- School Loans and Bonds Services
- School Plant Services
- Transportation Services

INSTRUCTIONAL SERVICES

- Economic, Energy, Environmental and Conservation Education
- Elementary Supervision and Accreditation
  - Basic Skills Improvement
  - Career/Community Education
- Guidance Services
  - GED Testing Program
- Instructional Materials
  - Audio-Visual Services
  - Textbook Services
- Secondary Supervision and Accreditation
  - Art Education
  - Foreign Language Education
  - Health Education
  - Music Education
  - Physical Education
- Special Education
  - Gifted and Talented
  - Special Services
  - Supervision and Monitoring
- Teacher Education and Certification
  - Micro-Fiche Record System

MANAGEMENT AND DEVELOPMENT

- Arkansas Academy of School Executives
- Civil Rights Compliance (Local Districts)
- Improving Management Skills
- Planning and Evaluation
- Program for Effective Teaching
- Staff Development
- Student Assessment

Appendix C

APPLE Brochure

The Core

# of Education

The Core of Education

APPLE

Arkansas Parents: Partners in Learning Experiences

Parents are important people because they lay the foundation for all their children's learning experiences.

Parents sometimes worry about the role they play in their children's success in school. They want to know the questions to ask the teacher. They want to know how to help at home. And there's always too little time.

Now there's an opportunity to close some of these gaps between a child's school day and a parent's desire to help out — **REALLY HELP** — at home.

It's called **APPLE.** It's for parents who want to help their children achieve. **APPLE** stands for Arkansas Parents: Partners in Learning Experiences. **APPLE** offers down-to-earth, basic tools parents can use to improve communication with their child's teacher and to help their child in school. It is available statewide in local schools from the Arkansas Department of Education.

APPLE includes:

- A television special each fall in September about parents helping their children which will be aired on the Arkansas Educational Television Network (AETN), Channels 2, 6, 9, 13 and 19 in September to kick off the annual activities.

- Monthly programs on those AETN channels where parents will be given useful, meaningful ideas and training in **specific skills** such as:
  - how to talk to their children,
  - how to improve study habits,
  - how to assist with math and reading,
  - how to know what kinds of expectations for achievement are realistic during childhood developmental stages and
  - how working parents can use their time effectively when they help with their children.

- Meetings **in your community school** where people trained in this area will further help parents close the gap between school and home.

- Training guides, brochures and other literature to supplement the television and school meeting training.

For details, contact your local school or **APPLE** at the Arkansas Department of Education, State Education Buildings, Room 103A, Little Rock, AR 72201, or telephone Marlene Parker, 371-2181.

This is what **APPLE** is all about.
It is a way to get to the core of education.

Join. Help your child.

APPLE

Arkansas Parents: Partners in Learning Experiences

APPLE
Arkansas Department of Education
State Education Buildings, Room 103A
Little Rock, AR 72201

Appendix D

Information on State Recognition Program

The STATE RECOGNITION PROGRAM is divided into four components: the School Recognition Program, the Teacher Recognition Program, the Student Recognition Program and the Governor's Academic Competition. A summary description of each component is as follows:

SCHOOL RECOGNITION PROGRAM

PURPOSE: To identify five exemplary programs currently in operation which show evidence of stimulating a significant increase in the level of student performance in one or more content areas

SELECTION CRITERIA:

1. The district must have specific objectives for the identified groups of students.

2. The district must have clearly identified methods and programs which have been used to meet the learner objectives.

3. The district must have credible evaluation data, including student test scores, which show improvement over the two years immediately preceding the application.

4. The district's program must be capable of being replicated at another site.

FUNDING AVAILABLE: Five grants of up to $10,000 each

TEACHER RECOGNITION PROGRAM

PURPOSE: To encourage greater effort on the part of individual teachers and to make possible the sharing of their exemplary practices with other teachers

SELECTION CRITERIA:

1. The practice to be used must be a new and creative effort to increase student performance in a specific content area.

2. The practice must have implications for use beyond the classroom in which it is developed.

3. The practice must be matched to the identified needs of the students.

4. The practice must be different from those already available and in use, although if may involve a new combination of these.

FUNDING AVAILABLE: Grants of any amount up to $1,000

STUDENT RECOGNITION PROGRAM

PURPOSE: To encourage local districts to develop and disseminate programs which give recognition to students who achieve high academic excellence in the same way recognition is now given to high achievement in athletics

SELECTION CRITERIA:

1. The recognition program should be designed to recognize high academic achievements on the part of the students in as many areas of the following as possible: English, Mathematics, Science, Social Science, Foreign Languages and Computer Science.

2. The selection process should involve students, teachers, administrative personnel or any combination of these.

3. The students should be recognized publicly by way of a school assembly, a districtwide publication, recognition at a school board meeting or another appropriate method.

FUNDING AVAILABLE: Grants of $2,000 for dissemination of program

PURPOSE: To idenify in each school distirct those students who make the largest academic gains in a given school year and designate these students as master learners

SELECTION CRITERIA: Nominations by school districts with supporting evidence of academic gains made by the student(s) will be submitted to the State Recognition Panel.

RECOGNITION: Five Master Learner State Award winners will be presented with plaques from the State Recognition Program.

GOVERNOR'S ACADEMIC COMPETITION

The State Recognition Panel will set criteria for an annual competition with awards and prizes in such critical areas as Math, Science and Social Studies. The competition will involve both regional and statewide examinations and contests with schools being encouraged to prepare students for excelling in these events.

Note: We were unable to hold our own academic competition this year. Instead, we honored 135 student winners of various educational competitions held in the state. The State Recognition Banquet was held at the Little Rock Excelsior in May. The students were able to invite three guests to attend with them. The guests could be any combination of the following: parent(s), teachers, school principal or school superintendent.

Appendix E

List of Primary and Secondary Linkers

Primary Linkers

Arkansas Capacity Building Dissemination Project

Tommy R. Venters

Deputy Director
Dr. Dan Pilkinton

Communication & Dissemination

Dr. Sara Murphy, Asso. Director
Gloria Abrams, Admin. Asst.
____________, Info. Center Supervisor
Mary Laurie, Comm. Supervisor
B. J. Confer, State Facilitator
Joan Wright, Librarian/Researcher
____________, Info. Officer
Ken Howard - .5 time
Marlene Parker, APPLE Program
Brenda Matthews, State Recognition Program
Cindy King, Sec.
Betty Dodson, Sec.
Esther Toombs, Sec.
Brena Waldrip, Sec.

Federal Programs

Fay Bohannon, Chapter 2 Coor.
Liz Gaston, Chapter 1 Coor.
Don Hindman, Chapter 1 Supervisor
Jo Cheek, Chapter 1 Supervisor

Instructional Services

Dr. Sherman Peterson, Asso. Director
Lynn Leach, Instructional Supervisor
E. E. Benton, Instructional Supervisor
Brenda Turner, Art. Specialist
Bobby New, Instructional Supervisor
Betty Morgan, Instructional Supervisor
Donna Wolfe, Instructional Supervisor
David Grapka, Instructional Supervisor
Thelma Cook, Instructional Supervisor
Charlie Marsh, Instructional Supervisor
Susan Grier, Foreign Language Specialists
Charles Watson, Curriculum Coordinator
Dawn Harris, Guidance Services
Leon Adams, Music Specialist

Personnel

Shirley Stancil, Asso. Director
Martha Nelsen, Rural Service Coor.

Management and Development

Dr. Morris Holmes, Asso. Director
Jim Paul Franks, Student Assessment

Secondary Linkers

Arkansas Capacity Building Dissemination Project

Field Linkages for Statewide Dissemination Project

School District Personnel

Gloria King, Hot Springs
Bobby Altom, Helena-West Helena
Beverly Reed, Siloam Springs
Helen McKinney, Fayetteville
Kent Floerke, Farmington
Jeanne Huddle, Pulaski County
Don DeWeese, Fayetteville
Retta Patrick, Pulaski County
David Robinson, Sheridan
Mary Purselley, Harrison
Sharon Havens, Lonoke

Migrant Center Personnel

E. P. Rothrock, Prairie Grove
Joyce Vaught, Lake Village
Dudy Dorsey, Bald Knob

Teacher Center Personnel

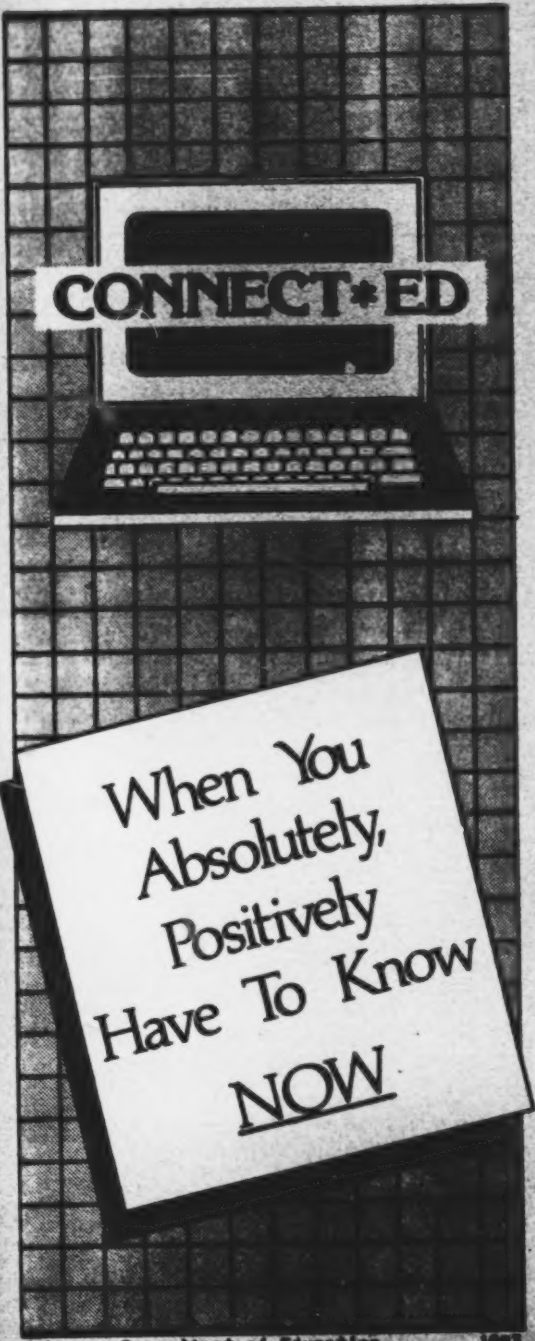
Bill Nipper, Hot Springs

Education Cooperatives Personnel

Lloyd Crossley, Southeast Ark. Co-op.
Anthony Gadberry, Southwest Ark. Co-op.
Doug Adams, Northeast Ark. Ed. Co-op.
Gary Standridge, Dawson Co-op.
Guy Fenter, Western Ark. Ed. Co-op.
Perry Hope, Northeast Ark. Ed. Co-op.
Joe Hundley, Arch Ford Regional Co-op.
Brenda Robinette, North Central Ark. Ed. Co-op.

Appendix F

CONNECT*ED Brochure



CONNECT*ED

When You
Absolutely,
Positively
Have To Know
NOW

Arkansas Department of Education 1983

Would these reasons make electronic networking interesting to you?

*Your desk is a mountain of paper and somewhere within is a document you need NOW.

*Your district needs information today on action the state legislature's education committee took on a bill.

*Your publication isn't due again for another three weeks but people in your organization have information they must pass on to their audiences NOW for it to be useful.

*You want to learn what action was taken by Congress on an important appropriations bill that will affect your district's share of federal grant aid.

*Your district needs access to current information on curriculum trends, classroom management or communications tips.

*There is an EASY-TO-USE system available to solve your communication needs NOW.

Reasons like those cited and many others are what have led to the development of electronic information systems for communication. Education agencies at various levels across the country have developed these networks during the past 18 months.

The Arkansas Department of Education began last year a pilot project to explore the usefulness of a state network of electronic information called CONNECT*ED. It links school districts to the Department, to each other and to thousands of others in the country via microcomputers, telephones and a data base where information is stored for retrieval by users at their convenience.

RESULTS

CONNECT*ED provides school administrators and teachers with access to important, current information which they can use on a selective basis, depending on their needs. It helps them to become good managers of the information flow. To date, indications of what the CONNECT*ED network can mean for education communication in Arkansas include awareness of information management as it applies to everyone who has a need to communicate; better internal communication among all areas of the Department; better information flow within the Department and from the Department to school districts in the pilot; and training and awareness about uses of computers. The rising costs of printing and mailing the Department's publications, letters and memoranda also make it imperative that today's technology be put to use for communication with and among the schools.

WHAT'S INCLUDED IN CONNECT*ED

What's included in CONNECT*ED? First, there is ONLINE ARKANSAS, the ADE's online newsletter. Selections in ONLINE ARKANSAS can be made from: 1) a calendar listing education events and meetings, 2) articles on current education news and issues in Arkansas, 3) tracking of education legislation during the Arkansas General Assembly, 4) a reference file called FYI and 5) an electronic survey. Second, Education USA Newsline and Information Network provides twice daily executive news summaries and timely access to national education information. Third, THE SOURCE provides access to the education network and also includes more than 1,000 national data bases and electronic mail capability. Each district participating in CONNECT*ED can have access to any of these data bases. Charges are made based on the amount of time each district is connected to THE SOURCE computer. Some districts must also pay long distance telephone charges to hook into a computer party line.

The first transmission of ONLINE ARKANSAS took place on January 25, 1983. Twice weekly updates are made of State Roundup, the news section of ONLINE ARKANSAS. Other sections are updated when new information is available.

Coordinators were chosen in each school district for training and data collection on costs and usage. Accessing the Arkansas system involves dialing a telephone number, entering some commands and then choosing what information is to be read from a menu of options. Hard copy of this information can also be obtained by hooking a printer to the system.

PARTICIPANTS

Participants in the pilot represent a range of district sizes from the largest in the state to some of the smallest. Participants are Alma, Ashdown, Bald Knob, Brookland, Cabot, El Dorado, Fort Smith, Helena-West Helena, Jonesboro, Marshall, Monticello, Newark, Pine Bluff, Oark, Plainview-Rover, Pulaski County, Stuttgart, Thornton, Sheridan and Westside. The Arkansas Association of Educational Administrators and the University of Arkansas at Little Rock College of Education also are members.

WHAT EQUIPMENT IS NEEDED

To link to an electronic information system, equipment needed is a terminal or a computer with a modem (a piece of equipment that makes the connection between the computer and the telephone lines and translates the electronic blips and bleeps to a language that the receiving computer understands) and communication software.

COST

CONNECT*ED services are available to Arkansas educators through THE SOURCE and the National School Public Relations Association. Sign-up costs include:

SOURCE (one-time fee)	$ 90.00
Education USA Newsline and Information Network (yearly fee)	100.00
ONLINE ARKANSAS	No Cost

ONLINE COSTS

Computer time for the minutes you are tapped into CONNECT*ED costs $20.75 an hour. You pay only for the minutes you use, and are billed directly by THE SOURCE, the transmission system upon which CONNECT*ED is built.

FOR MORE INFORMATION

CONNECT*ED demonstrations will be provided on request. Contact Dianne Woodruff or Dianne Williams at the Arkansas Department of Education, State Education Buildings, Room 102A, Little Rock, AR 72201, or telephone (501) 371-1563 or 371-5037.

Appendix G

Information on Dissemination and School Improvement Project

RESULTS OF STATEWIDE SRA TESTING FOR DISTRICTS IN DISSEMINATION AND SCHOOL IMPROVEMENT PROJECT
(Fourth Grade)

District	1979-80 Composite Percentile	1979-80 Number Tested	1980-81 Composite Percentile	1980-81 Number Tested
Wilmot	8	22	30	19
Eudora	14	70	14	91
Elaine	10	65	16	74
Helena-West Helena	31	519	31	391
Big Flat	13	12	77	7
Nashville	43	129	56	132
Ashdown	42	175	48	190

DISSEMINATION AND SCHOOL IMPROVEMENT PROJECT PARTICIPANTS

District	County	Region Of State	% White Oct. 1979	% Black Oct. 1979	Statewide 4th Grade SRA Testing 1979-80		1979-80 Total School Population	Number of Project AID Searches Requested	Number of NDN Projects Adopted	Participation in major ADE In-Service
					Composite Percentile	Number Tested				
Wilmot	Ashley	Southeast	4%	96%	8	22	291	0	0	*IMP
Eudora	Chicot	Southeast	11%	89%	14	70	1063	7	0	0
Elaine	Phillips	Southeast	32%	67%	10	65	940	0	1	0
Helena-West Helena	Phillips	Southeast	32%	67%	31	519	4795	8	5	*PET IMP
Big Flat	Baxter	Northwest	100%	0%	13	12	141	0	0	IMP
Nashville	Howard	Southwest	77%	23%	43	129	1615	7	1	IMP PET
Ashdown	Little River	Southwest	68%	32%	42	175	2191	9	3	PET IMP

- * IMP-Instructional Management Program
- * PET-Program for Effective Teaching

BEST COPY AVAILABLE

Appendix H

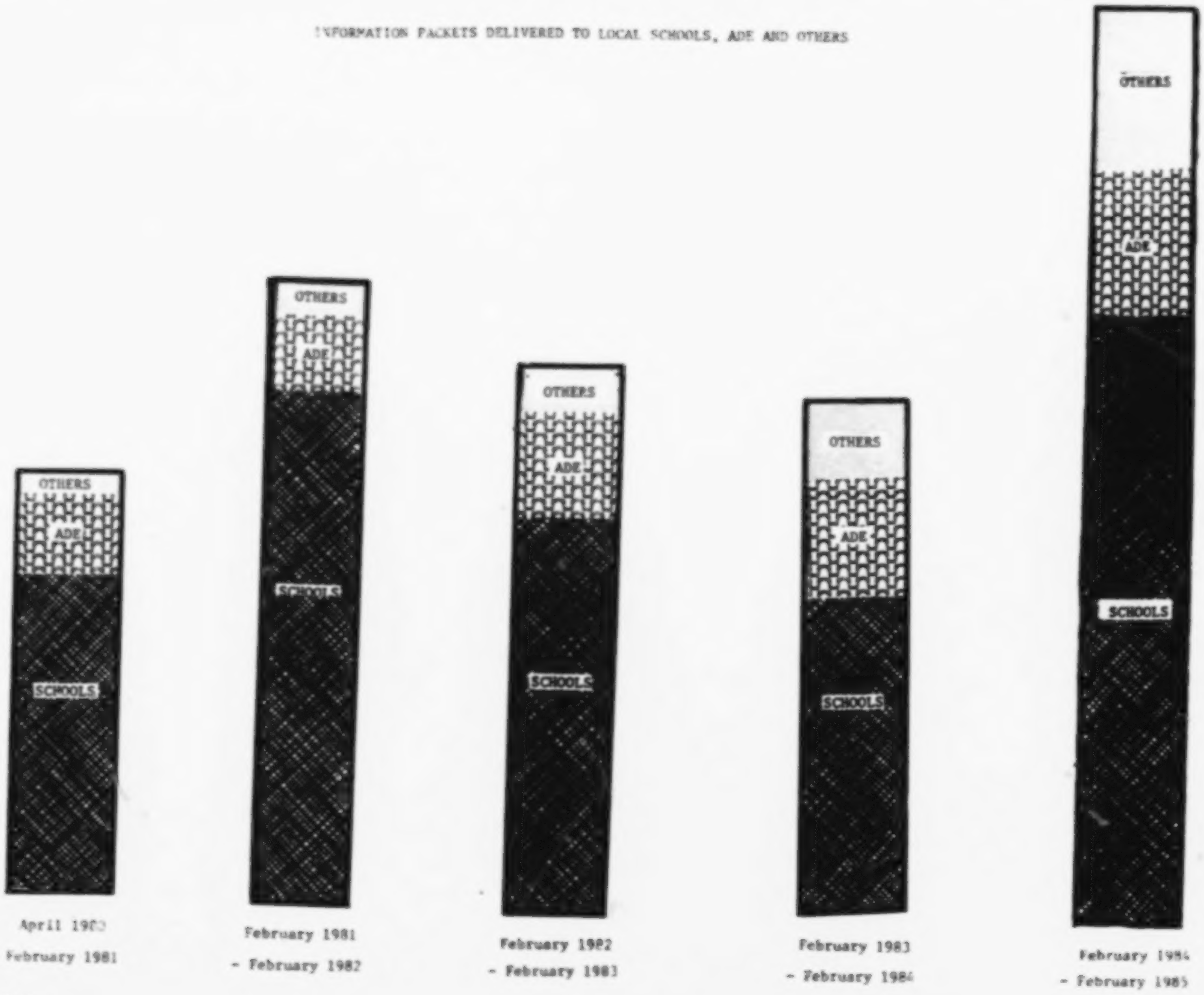
Statistics on Information Packets Delivered to Local School and ADE Professionals

STATISTICS ON INFORMATION PACKETS

	PUBLIC SCHOOLS	ADE	OTHER*	TOTAL
April 1, 1980 - February 14, 1981	414	112	26	552
February 15, 1981 - February 12, 1982	663	108	51	822
February 15, 1982 - February 12, 1983	511	150	50	711
February 14, 1983 - February 14, 1984	401	162	100	663
February 15, 1984 - February 15, 1985	725	162	189	1,076

* Educational Standards Committee
Newspapers
Professional Organizations
State Agencies
Colleges/Universities
Legislators
Education Co-ops
School Boards
Private Citizens

INFORMATION PACKETS DELIVERED TO LOCAL SCHOOLS, ADE AND OTHERS



Appendix I

Information Packet Evaluation Form

arkansas information dissemination

PROJECT AID
Arkansas Department of Education
State Education Buildings
Room 103A
Little Rock, AR 72201

Request # __________

(Self-addressed, stamped envelope provided.)

Search Evaluation

1. Did you use the information? ( )much ( )some ( )little ( )none ( )not yet

2. To what extent was the information relevant to the subject of your search request?
( )very relevant ( )generally relevant ( )little relevance ( )off the subject

3. How did you use the information? ( )in the classroom ( )in program planning
( )in inservice planning ( )in administrative planning ( )in a college course
( )for personal improvement ( )other (describe) ______________________________
____

4. If you received an ERIC printout, will you order copies of documents cited?
( )yes ( )no

5. Did you share your information package with others? ( )yes ( )no

6. If you have additional requests, would you use the service again? ( )yes ( )no
Would you recommend the service to a colleague? ( )yes ( )no

7. Did you get the packet by the date needed? ( )yes ( )no

8. Comments: ____
____
____
____
____
____
____
____
____
____
____

Appendix J

ADE Policy Statement on Communication and Dissemination

POSITION STATEMENT ON COMMUNICATION AND DISSEMINATION

The Arkansas Department of Education, in administering the state responsibility for the public schools, shall maintain clear communication with all its publics and shall provide access to information, practices and programs which will promote school improvement.

The communication and dissemination functions of the Department will be to:

(1) Keep the public informed about all educational developments in Arkansas in a manner that can be easily understood and interpreted.

(2) Strengthen all lines of communication to and from the media, the general public, school personnel and the Department of Education staff.

(3) Maintain an information retrieval and storage center to identify, collect and make available educational research and other information about programs and practices which merit dissemination.

(4) Connect schools districts with exemplary programs developed elsewhere and help them implement those programs which they find meet local needs.

(5) Assist school districts, upon request, to improve their communication systems and to develop techniques to use information, programs and other resources more efficiently.

(6) Coordinate these activities through a section with primary responsibility for communication and dissemination.

Passed December 14, 1981 by
Arkansas State Board of Education.

Appendix K

Financial Reports

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED
National Institute of Education, Room 711-1200 19th
Street N.W., Washington, D. C. 20208

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
NIE G 80 0023

OMB Approved No. 80-R0180

PAGE 1 OF 1 PAGES

3. RECIPIENT ORGANIZATION *(Name and complete address, including ZIP code)*
Arkansas Department of Education
#4 Capitol Mall
Little Rock, Arkansas 72201

4. EMPLOYER IDENTIFICATION NUMBER
71-6007390

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER
794.0 Datanie

6. FINAL REPORT
☒ YES ☐ NO

7. BASIS
☒ CASH ☐ ACCRUAL

8. PROJECT/GRANT PERIOD *(See instructions)*
FROM *(Month, day, year)* February 15, 1980
TO *(Month, day, year)* February 14, 1985

9. PERIOD COVERED BY THIS REPORT
FROM *(Month, day, year)* February 15, 1980
TO *(Month, day, year)* February 14, 1985

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ -0-	$	$	$	$	$	$ -0-
b. Total outlays this report period	389,056.50						389,056.50
c. *Less:* Program income credits	22.50						22.50
d. Net outlays this report period *(Line b minus line c)*	389,034.00						389,034.00
e. Net outlays to date *(Line a plus line d)*	389,034.00						389,034.00
f. *Less:* Non-Federal share of outlays	-0-						-0-
g. Total Federal share of outlays *(Line e minus line f)*	389,034.00						389,034.00
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	389,034.00						389,034.00
l. Total cumulative amount of Federal funds authorized	389,034.00						389,034.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE
a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
N/A	N/A	N/A	N/A

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
C. L. Brown

TYPED OR PRINTED NAME AND TITLE
C. L. Brown, Coordinator

DATE REPORT SUBMITTED
3-15-85

TELEPHONE *(Area code, number and extension)*
(501) 371-1241

269-102

BEST COPY AVAILABLE

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

Appendix L

End of Year Report for February 15, 1984 through February 15, 1985

NIE Capacity Building Dissemination Project
Arkansas Department of Education

End of Year Report for Fifth Project Year

Grant or Contract Number: NIE G-80-0023

Period : February 15, 1984 to February 15, 1985

Date of Submision: April 12, 1985

Name of Agency: Arkansas Department of Education

Title of Project: Arkansas Capacity Building Dissemination Project

Project Director: Dr. Sara Murphy

NIE Project Officer: Dr. Arch K. Steiner

Abstract

The fifth year of Project AID, Arkansas Capacity Building Dissemination Project, was marked by services provided to a record number of educators in over 97% of Arkansas counties. In response to the new education standards established by the 1983 Special Legislative Session, staff members played a key role in providing access to resources and research as educators worked to implement new programs.

Increased awareness of the Information Center and of its services in this final grant year has been especially noticeable among new Arkansas Department of Education personnel. Improved use of resources, including staff time and search skills, has made the Information Center an effective tool for educational professionals around the state.

NARRATIVE REPORT

Activities for the fifth and final year of Project AID (Arkansas Information Dissemination) were varied, mainly in response to new challenges faced by Arkansas educators. Many of these challenges came as a result of new educational standards mandated by the 1983 Special Legislative Session. With school professionals addressing the need to meet these new standards by 1987, information services and increased access to resources continued to be vital to the improvement of education in Arkansas.

The objectives and activities of the communication and dissemination (c and d) section this past year were designed to meet the growing information needs of local school professionals and to provide Arkansas Department of Education (ADE) professionals with support services to help them be better prepared when serving Arkansas school districts. Specifically, objectives for this year were 1) to increase awareness and use of section services by a wider constituancy of the ADE and public schools, 2) to improve delivery of information products, 3) to manage better the quality, content and amounts of information dissemination from the ADE and 4) to expand and formalize the linkage system.

Activities which were implemented to meet these objectives included participation of all five offices of the Communication and Dissemination section: the information center; the state facilitator's office of the National Diffusion Network (NDN); the communication office; the teacher, student and school recognition program and the parent involvement program, Arkansas Parents: Partners in the Learning Experiences (APPLE).

Objective 1. To increase awareness and of section services by a wider constituency of the ADE and public schools.

The need for local school professionals to revise education programs to fit the mandated standards has increased the need for awareness of the information services already available to them through the ADE. During this grant year school district personnel in over 97% of the counties in the state have been served by Project AID, a 21% increase over the first project year. These services included workshops, awareness presentations and packets of information on specific topics.

A series of teleconferences sponsored by the NDN continue to play an important role in increasing awareness of the C and D section. The first, Technology in the Content Areas, was attended by approximately 70 educators at seven down link sites around the state (see attachment # 11). Project AID provided research information in helping develop APPLE, the new parent involvement program in the C and D section. Sessions to train parents as educators have reached over 1,500 parents across the state. A documentary and followup monthly televison series on how to help your child achieve at school have been viewed by untold numbers of Arkansas parents and educators (see attachment # 8).

Objective 2. To improve delivery of information products.

With increased awareness of information services available from the ADE, the delivery of actual services and not just awareness of them have become more effecient. The Information Center has been involved in helping schools implement new programs mandated by the Special Legislative Session. Anticipation of a heavy demand for information on certain topics has prompted the preparation of pre-packaged packets covering elementary guidance, G/T programs and homework policies. These, along with prepared packets of information on how to develop a district wide six year plan and how to pass a successful millage have enabled the Information Center to give "same day service" to over 400 requestors.

Another anticipated need for information was developing and including a parent involvement bibliography in the APPLE Training Manual (see attachment # 9). Several requests for documents from this bibliography have been received by the Information Center.

Improved delivery of information in the form of a statewide electronic communication system became operational in October 1984. At that time CONNECT*ED became a statebased system using an in-WATS line and the ADE mainframe computer (see attachment # 10). Daily updates of information for Arkansas educators as well as current developments in the state legislature when it is in session have been accessed by approximately 40 school districts and educational cooperatives across the state.

Objective 3. To manage better the quality, content and amounts of information disseminated from the ADE.

Coordination of ADE Communication efforts have been especially important this year because of the increased need to communicate directly with schools about ways to revise educational programs and because of the necessity to keep the public aware of how tax dollars are being spent for education improvement. Improvement of communication through distance learning was the topic of a teleconference sponsored by the Southwest Educational Development Laboratory in April. The Information Center supervisor served as the ADE site coordinator with approximately 50 people attending the three day forum. The role and implications of distance learning were particularly helpful to Arkansas educators considering the rural and isolated areas of the state. Information provided by the various contributors was added to the ADE Information Center collection.

Improving electronic search skills has been an important step in inhancing the quality of information services. Three workshps on improving data base search skills were attended by the information center staff this past year. The ERIC Clearinghouse on Math, Science and

Environmental Education co-sponsored, with Project AID, a workshop on using the ERIC database. About 20 people from Arkansas and Louisiana attended the meeting. Two separate workshops updating and improving BRS search strategies were also attended by information center staff.

A Writing Style Guide developed by C and D staff in collaboration with other ADE personnel has improved the uniformity, correctness and content of ADE publications.

Objective 4. Expand and formalize the linkage system.

An effective voluntary linker system continues to function among educators in the school districts. Added to this is a growing network of professionals located in newly established educational cooperatives around the state. Professionals in the co-ops have requested and disseminated information from Project AID. They have also hosted workshops given by C and D staff and attended by teachers and administrators in the member school districts.

Increased awareness of C and D services among ADE professionals along with new personnel added to the ADE through mandates from the Special Legislative Session have provided the Information Center with an effective cadre of in-house linkers.

National Institute of Education

Regional Program

Annual Project Report on Estimated Impact of Project Activities

ame of Project Arkansas Capacity Building Dissemination Project

roject Director Dr. Sara Murphy

ate: April 12, 1985

INSTRUCTIONS

olumn I: Please give your best estimate of the numbers of people in each category who have been direct users of your services in the past year (or three project quarters). A direct user, is identified as the person for whom the service was intended. For example, if a principal or school clerk calls with a request for information for a district administrator, the information would be put in the category of "district personnel."

olumn II: Briefly describe the kinds of services that were provided to each group i.e., information packets, workshops, consultations for new programs, etc. Be as specific as your current record keeping will permit.

lease submit these forms to your project officer.

BEST COPY AVAILABLE

	Approximate Numbers of Direct Users	Kinds of Services Provided
Teachers	380	Packets of information were provided to requestors. The subject of each request was researched and the contents of each packet tailored to meet the specific needs of the requestors.
School Bldg. Administrators: ncludes Principals & Administrators	912	Includes over 400 packets on needs assessment, goals and objectives as well as over 300 packets on successful techniques for passing a millage increase, 212 packets were researched on specific topics ranging from homework policies to salary scales for non-certified personnel.
District Personnel: Includes urriculum Coordinators, pecialists & Supervisors	151	126 packets of information provided on specific topics. Awareness presentation on Project AID to LEA staff-about 25 in attendance.
Intermediate Unit Personnel: Includes Teacher Centers & o-ops.	61	With the establishment of five new educational co-ops this year, services to intermediate personnel have increased. Packets of information were prepared on specific topics ranging from establishing a G/T program to information on surragate parents for handicapped children.
EA Personnel -Chief & Admin. Staff -Other	308	158 packets of information on specific topics were prepared for ADE professionals. Approximately 150 resource materials were circulated within the department along with notices of meetings and Federal Register information.
School Boards	-	
State Legislators	-	
Parents	3	Information packets were provided to 3 parents serving on advisory committee for school districts.
Students - Graduate Students & University Faculty	87	Computer printouts from ERIC and other data bases were provided on a variety of topics concerned with educational research.
Others (Name) State Agencies Private Citizens, Private Agencies	49	Information packets were provided for professionals at the schools for the deaf, blind and correctional unit, as well as professional researchers.

Relationship of NIE Priorities to Project Activities

NIE is interested in collecting information (anecdotal or quantitative) on the ways n which our funded projects have made a difference for educational practitioners and decision makers. Please describe below any project activities or accomplishments uring the past year that relate to priorities outlined in NIE's authorizing legislation. If there are no activities within any priority category, please leave it blank. Otherwise, please describe the activity with a focus on "outcomes" or proect contributions toward the priority.

(A) improvement in student achievement in the basic educational skills, including reading and mathematics

Improvement in the teaching of basic skills continues to be a priority with the Arkansas Department of Education (ADE). During this final grant year Project AID staff worked toward this improvement by providing information packets and technical assistance on such topics as reading, mathematics, language arts and curriculum development. Of the 1,076 packets of information provided to Arkansas educators this year, over 100 were concerned with basic skills.

Project AID provided research information to ADE reading specialists implementing Act 44 of the 1983 Special Legislative Session (see attachment # 5). Information center resources were also used in writing the new course content guides for Arkansas public schools.

BEST COPY AVAILABLE

(B) overcoming problems of finance, productivity, and management in educational institutions;

In response to the need for educational planning established by Act 7 of the 1983 Special Legislative Session (see attachement # 6), Project AID prepared and disseminated over 400 packets of information on conducting district wide needs assessments and developing philosophies, goals and objectives. Along with communication and dissemination (c & d) staff, workshops on how to write a six year plan were held at several locations in the state.

Packets of information were prepared for superintendents concerned with millage increases needed to meet the new educational standards. Over 300 administrators attended workshops on how to conduct a successful millage campaign. Of the 240 districts asking for a millage increase, 176 passed -- a success rate of over 73%.

The annual School Administrators Workshop which is organized and directed by the c & d section was held on April 11-12, 1984. Workshop activities included sessions on management, finance and administration and communication.

Project AID has provided information and technical assistance to all of the educational co-ops established by Act 103 (see attachment # 7) of the Special Legistative Session.

(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

Two-hundred and sixty-eight packets of information were provided to Arkansas educators this final grant year on such topics as special education, migrant education, rural schools, gifted education, women's issues and minorities. C & d staff women have participated in the Association of Women Educational Supervisors (AWES) with the goal of increasing opportunities for women in educational supervision.

(D) preparation of youths and adults for entering and progressing in careers;

Project AID staff members have worked with ADE Guidance, Career Education and Vocational Education personnel in providing requested resources. The Standards for Accreditation adopted by the State Board of Education in February 1984 require career orientation instruction as part of the seventh and eighth grade curriculum. Nine packets of information on career education were prepared for schools meeting this requirement.

BEST COPY AVAILABLE

(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over the age 45) and part-time student, and the institution which the students attends:

One packet of information was prepared for a local high school in the process of establishing an adult education program.

(F) encouraging the study of language and cultures and addressing both national and international education concerns; and

The new Standards for Accreditation require one unit of Global Studies as part of the high school curriculum. Project AID has prepared 31 packets of information on this and other social studies topics. Assistance was given to the ADE foreign languague specialist in preparing curriculum materials to meet the new educational standards which require students to take two units of the same foreign language at the high school level.

(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

In carrying out this paragraph, the Institutions shall give attention to the needs of early adolescents and the schools which serve them.

A total of 1,076 packets of information were distributed to education professionals in Arkansas and some other states in this final year of Project AID. This figure is almost double the amount distributed the first year of the project.

Another step toward improving dissemination of information to Arkansas educators was the development of a statewide electronic communication system. By the end of this grant year, 40 school districts and co-ops were connected by telephone and modem to the ADE's mainframe computer (see attachment # 8).

List of Attachments

Attachment # 1 - Nature of Requests

Attachment # 2 - Breakdown of Search Requests by Requestor

Attachment # 3 - Breakdown of Search Requests by County

Attachment # 4 - Schedule of Activities

Attachment # 5 - Act 44 of the 1983 Special Legislative Session

Attachment # 6 - Act 7 of the 1983 Special Legislative Session

Attachment # 7 - Act 103 of the 1983 Special Legislative Session

Attachment # 8 - APPLE television series

Attachment # 9 - APPLE Bibliography

Attachment # 10 - CONNECT*ED Fact Sheet

Attachment # 11 - NDN - Explore Education by Satellite

Attachment # 12 - Financial Report

ATTACHMENT # 1

Arkansas Capacity Building Dissemination Project
Nature of Requests
February 15, 1984 - February 15, 1985

Gifted Education = 175
Specific Titles = 101
Funding = 115
Special Education = 81
Administrative Functions/Concerns = 42
Art Education = 41
Education Research and Statistics = 40
Learning = 34
Computers/Technology = 33
Language Arts/Writing = 33
Social Studies/Social Sciences = 31
Planning = 28
Evaluation/Testing = 24
Reading Instruction = 24
Libraries/Media Centers = 23
Counseling/Guidance = 22
Classroom Management/Discipline = 19
Science = 18
Teachers/Teaching = 18
Parent/School/Community Relationship = 17
Early Childhood Ed. = 13
Curriculum Planning = 12
Homework = 11

Behavior Motivation/Achievment = 10
Attendance/Schedules = 9
Business Ed/Voc Ed = 9
Career Ed. = 9
Communication/Networking = 9
Health/P. E. = 9
Educational Facilities = 7
Higher Ed. = 6
Drug Education = 6
Math = 6
Music = 6
Foreign Language = 4
Promotion/Retention = 4
Recognition Programs = 4
Students = 4
Adult Ed. = 3
Effective Schools = 3
Co-ops = 2
Consolidation = 2
Religion in Schools = 2
Sexism = 2
Resource Room = 1
Television = 1
Textbooks = 1

TOTAL = 1,076

Arkansas Capacity Building Dissemination Project
BREAKDOWN OF SEARCH REQUESTS BY REQUESTOR
February 15, 1984 - February 15, 1985

School District Personnel Making Requests

Teachers	=	302
Administrators	=	265
Curriculum Coordinators	=	75
Librarians/Media Specialists	=	52
Counselors	=	28
Nurse	=	3
SUB-TOTAL		725

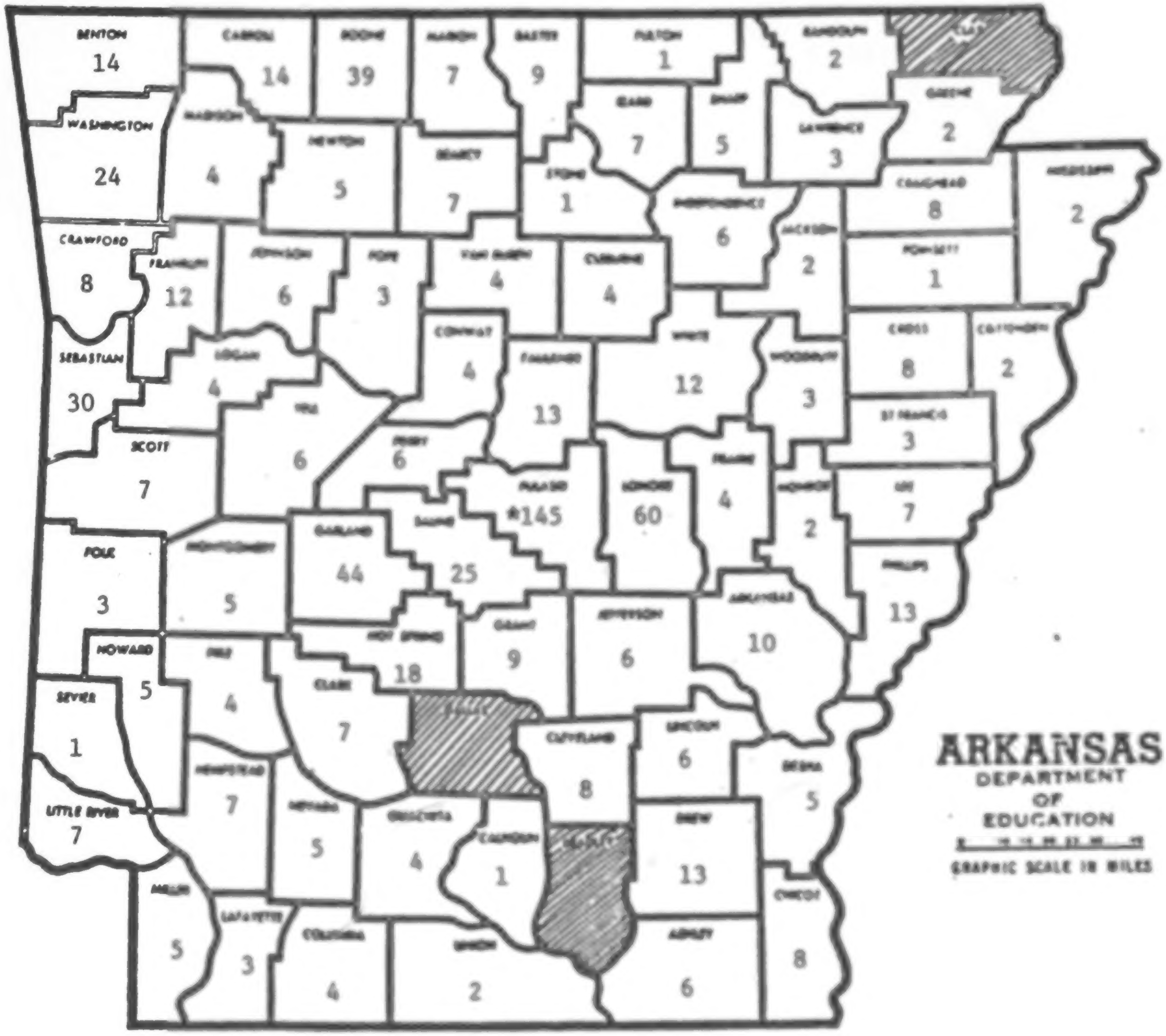
ADE Personnel Making Requests

General Education Division		
Instructional Services	=	82
Comm. & Diss.	=	32
Management & Development	=	22
Director's Office	=	10
Finance and Administration	=	4
Federal Programs	=	4
Personnel	=	3
SUB-TOTAL		157
Vocational Education Division	=	5
SUB-TOTAL		162

Requestors other than ADE and LEA Professionals

College Students/Faculty	=	76
Teachers Centers and Coops	=	52
State Agencies	=	15
Other State Depts. of Ed.	=	13
Private Citizens	=	6
Legislative Council	=	4
Other	=	23
SUB-TOTAL	=	189
TOTAL	=	1,076

BR[illegible]OWN [illegible] SEA[illegible] REQ[illegible]TS [illegible]OUN[illegible]
FEBRUARY 15, 1984-FEBRUARY 15, 1985



BEST COPY AVAILABLE

ATTACHMENT # 3

▨ No search request

*NOTE: Pulaski County includes the Arkansas Department of Education

ATTACHMENT # 4

Arkansas Capacity Building Dissemination Project
Schedule of Activities
February 15, 1984 - February 15, 1985

February	17	Arkansas Information and Referral System Task Force Meeting
February	20	Intellectual Freedom Committee Meeting
February	23	Arkansas Information and Referral System Task Force Meeting
February	27	Association of Women Education Supervisors (AWES) meeting
March	2	Arkansas Information and Referral System Task Force Meeting
March	5	ADE Staff Meeting
March	7	Arkansas Information and Referral System Task Force Meeting
March	10	Reading Fair
March	12	ADE Basic Skills Committee Meeting
March	19	Training in online searching of the ERIC data-base provided to Helena-West Helena school district staff member
March	19	ADE Staff Meeting
March	22	Southwest Educational Development Lab (SEDL) and ADE Planning Meeting
March	23	Arkansas Information and Referral System Task Force Meeting
March	26	Served as judge at Pulaski County Special School District Media Fair
March	26	AWES Meeting
March	26	AID Brochures distributed at regional foreign language teachers meeting in Jonesboro, AR

March	28	Trial run for SEDL Regional Forum on Distance Learning
March	29	Women's Leadership Seminar in Jonesboro, AR
April	2	ADE and Section Staff meetings
April	4-6	SEDL Regional Forum on Distance Learning
April	11-12	Annual School Administrators' Workshop
April	17-18	Served as team member for North Central Association re-evaluation of Gosnell School District
April	23	AWES meeting
April	30-May 1	Arkansas Audio-Visual Association Meeting
May	1	ERIC Workshop
May	3-4	Meeting of Online Information User's National School Public Relations Asso.
May	7	ADE Staff Meeting
May	10	BRS Training
May	15	On-site visit, Newark School District
May	16	State Recognition Banquet
May	17	Arkansas Information and Referral (I & R) System Task Force meeting
May	17	CONNECT*ED Planning meeting
May	21	Arkansas Department of Education (ADE) Staff meeting
May	21	Association of Women Educational Supervisors (AWES) meeting
May	22	IBM Seminar
May	23	Project AID and CONNECT*ED Awareness Presentation, Stuttgart High School
May	30 - 31	Assessment and Instruction Conference, Hot Springs

June	5 - 6	Presented 1-day seminar on CONNECT*ED at Wisconsin Department of Education
June	11	Arkansas I & R Task Force Meeting
June	15	Arkansas I & R Task Force Meeting
June	20	Project AID Awareness Presentation for Art Educators, Little Rock
June	20	ADE Picnic
June	21	ADE Communication & Dissemination Section Staff meeting
June	25	AWES Meeting
June	28	CONNECT*ED Planning Meeting
July	12	ADE Communication & Dissemination Section Staff Meeting
July	16	CONNECT*ED presentation made to ADE Gifted and Talented Education Supervisors
July	18	Arkansas Networking Committee Meeting
July	25	BRS Update Training Session - Little Rock
August	9	ADE Communication & Dissemination Section Staff Meeting
August	21	Workshop on Proposal Writing for the School Library/Media Specialists of North Little Rock School District
August	28	"Orientation for Planning" workshop - ADE Auditorium, Little Rock
August	29	"Orientation for Planning" workshop - ADE Auditorium, Little Rock
August	30	"Orientation for Planning" workshop - ADE Auditorium, Little Rock
August	30	Information Center Awareness Program for the Lavaca School District
September	5	"Orientation for Planning" workshop - ADE Auditorium, Little Rock

September	18	"Orientation for Planning" workshop - Arkadelphia
September	19	"Orientation for Planning" workshop - Monticello
September	27	Answered Phones at Airing of Parent Involvement Documentary "Where The Heart Is"
October	1	ADE Professional Staff Meeting
October	2	"A Successful Millage Election Workshop" - Charleston
October	4	"A Successful Millage Election Workshop" - Forrest City
October	5	"A Successful Millage Election Workshop" - Harrison
October	9	"A Successful Millage Election Workshop" - Northeast Arkansas Educational Co-op (Strawberry)
October	10	"A Successful Millage Election Workshop" - Hope
October	11	"A Successful Millage Election Workshop" - Conway
October	15	ADE Professional Staff Meeting
October	15	Association of Women Education Supervisors
October	16	Womens Leadership Forum
October	23	Secretarial Workshop
October	23	"A Successful Millage Election Workshop" - Blytheville
October	30	Support Staff Inservice Workshop
November	1	"Orientation for Planning" workshop - ADE Auditorium
November	7	Support Staff Meeting
November	19	ADE Professional Staff Meeting

November	21	Communication and Dissemination Section Meeting
November	26	AWES Meeting
December	3	ADE Professional Staff Meeting
December	4	Communication & Dissemination Section Meeting
December	17	ADE Christmas Party
December	18	Information Center Planning Meeting
December	19	Communication & Dissemination Section Meeting with State Representatives Gloria Cabe and Jodie Mahoney
January	3	Professional Staff Meeting
January	8	"A Successful Millage Election Workshop" - ADE Auditorium
January	9	Support Staff Meeting
January	10	Training Session on CONNECT*ED for Communication & Dissemination Staff
January	14	Communication & Dissemination Supervisors Meeting
January	18	"A Successful Millage Election Workshop" - ADE Auditorium
January	23	"A Successful Millage Election Workshop" - Harrison
February	4	ADE Professional Staff Meeting
February	5	Communication & Dissemination Section Supervisors Meeting
February	13	Support Staff Meeting

ATTACHMENT # 5

EFFECTIVE: February 9, 1984

ACT 44 OF 1983
1ST EXTRAORDINARY SESSION

"AN ACT TO INCREASE THE READING ACHIEVEMENT OF STUDENTS IN ARKANSAS SCHOOLS BY PROVIDING INSERVICE TRAINING IN THE TECHNIQUES OF TEACHING READING TO ELEMENTARY TEACHERS AND PRINCIPALS; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. The Department of Education is hereby authorized and directed to develop and implement an inclusive statewide program to improve the reading skills of students in the public schools of this state. The program shall include inservice training program to assist elementary teachers who desire or are designated as requiring special assistance in improving their skills in teaching reading and to assist elementary principals in improving their skills in the supervision and support of reading programs.

SECTION 2. The intensive inservice training in the teaching of reading provided for in this Act shall be developed and implemented under the direction of reading specialists of the Department of Education and selected inservice teachers who have been identified as having been particularly successful in the teaching of reading. This training shall include, but not necessarily be limited to (1) classroom observation; (2) the use of student inventories for diagnosing reading problems; (3) planning instruction based on test results and classroom inventories; (4) reading activities to improve reading skills; (5) ideas for parent involvement in reading instruction; and (6) the effective use of the teacher's time in planning for instruction in reading.

SECTION 3. Records shall be kept of the activities authorized by this Act and studies shall be conducted to determine the impact of this program on the achievement test score of the students of teachers receiving such special inservice training. Participating schools shall be required to allow the use of their teachers and principals who have received training to assist in the training of other teachers and principals.

SECTION 4. Repealing clause.

EFFECTIVE: February 9, 1984

ACT 7 OF 1983
1ST EXTRAORDINARY SESSION

"AN ACT TO PROVIDE FOR PLANNING FOR EDUCATIONAL IMPROVEMENT BY THE LOCAL SCHOOL DISTRICTS OF THE STATE OF ARKANSAS; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. The Title of this Act shall be "The Educational Planning Act of 1983."

SECTION 2. (a) Each school district in this State shall, by July 1, 1985, develop and file with the Department of Education a six-year plan for improving its educational programs. This plan shall be developed with both staff and community input, be compatible with statewide educational goals and reflect the specific needs of the local community, and be reviewed and updated every two years. The updated plan shall be filed with the Department of Education upon adoption.

(b) By October 1 of each school year, each school district shall report to its patrons on the district's progress toward realizing the goals and objectives set out in its long range plan and on proposals for correcting noted problem areas.

(c) In addition to the district-wide educational plan, each school within the district shall annually develop, with staff and community input, a plan for improving its educational programs.

(d) The State Department of Education shall adopt guidelines for the implementation of the Act and shall provide school districts with such assistance as may be needed to enable each district to meet the requirements of this Act.

EFFECTIVE: November 9, 1983 ATTACHMENT # 7

ACT 103 OF 1983
1ST EXTRAORDINARY SESSION

"AN ACT TO AUTHORIZE THE STATE BOARD OF EDUCATION TO ESTABLISH NOT TO EXCEED FIVE PILOT EDUCATIONAL COOPERATIVES AS DESCRIBED IN ACT 860 OF 1981, BETWEEN JANUARY 1, 1984 AND JUNE 30, 1985; TO PROVIDE THAT THE STATE BOARD OF EDUCATION SHALL APPOINT A COMMITTEE TO VISIT THE PILOT COOPERATIVES AND REPORT TO THE JOINT INTERIM COMMITTEE ON EDUCATION AND THE STATE BOARD OF EDUCATION; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. The State Board of Education is hereby authorized to establish not more than five (5) pilot educational Cooperatives between January 1, 1984 and June 30, 1985 to test their feasibility for replication in other parts of the State. Any such pilot operation must involve the school districts in at least three (3) counties and meet minimum enrollment and maximum travel distances to be established by the State Board of Education by January 1, 1984. All component school districts are eligible to participate in such pilot Cooperatives. No school district shall be required to participate.

SECTION 2. The State Board of Education shall appoint a study committee of not more than twelve (12) persons to visit the pilot Cooperatives, and report to the Joint Interim Committee on Education and the State Board of Education by December 1, 1984 upon the performance of the Cooperatives and advise for or against their spread to other areas of the State.

SECTION 3. The provisions of this Act shall be supplemental to the provisions of Act 860 of 1981.

SECTION 4. The provisions of this Act shall be in effect on and after December 1, 1983.

SECTION 5. Emergency clause.

ATTACHMENT # 8

Parents, Don't Miss

APPLE

Arkansas Parents: Partners in Learning Experiences (APPLE) will be introduced in a documentary, **WHERE THE HEART IS**, at 7 p.m. September 27 on channels 2, 6, 9, 13 and 19 of the Arkansas Educational Television Network (AETN). The documentary takes a look at families in Arkansas and what it means to be a parent today. It offers suggestions to parents for helping children achieve in school and grow into caring, productive adults. The documentary also focuses on good communication in families and teaching responsibility in the home.

Following the program viewers will have the opportunity to call and request a free packet which includes information on how to help your child achieve in school.

The documentary is an introduction to the APPLE Program and will be followed by a monthly series, **PARTNERS IN LEARNING**, which will be aired on AETN the second Saturday of each month at 11:30 a.m. The following schedule lists dates and topics of the series:

PARTNERS IN LEARNING

October 13 - Communication and Families

November 10 - Developing Responsible Young People

December 15 - Study Skills Begin at Home

January 12 - Children Should Be Seen AND Heard
(Developing Language Skills at Home)

February 9 - Inviting Children To Read

March 20 - The Numbers Game
(Helping Your Child With Math)

April 13 - Between Home and School
(Parent-Teacher Conferences)

May 11 - "Go For It"
(Encouraging Your Child To Achieve)

PARENT INVOLVEMENT

A Bibliography

The following bibliography represents a sampling of the literature dealing with parent involvement in education. Each person receiving a copy of this bibliography can order five (5) articles cited on the bibliography by completing the order form below and mailing it to: ADE Information Center; State Education Buildings, Room 103A; Little Rock, AR 72201.

ADE Information Center
October 1984

ORDER FORM

NAME: ____________________

SCHOOL DISTRICT: ____________________

ADDRESS: ____________________

____

Article #	Article Title

Please return to: ADE Information Center; State Education Buildings, Room 103A; Little Rock, AR 72201.

PARENT INVOLVEMENT: A BIBLIOGRAPHY

#301 Batsell, Gary A. "Parent Education - A Planned Program Pays Off." MIDDLE SCHOOL JOURNAL, vol. 15 no. 1, November 1983, pp. 10-11.

The purpose of the Adolescent Behavior Educational Seminar (A.B.E.S.) project was to present a program on adolescent behavior to the parents of Humboldt Junior High School students in Dewey, Arizona. The A.B.E.S. program was conducted in nine weekly sessions and included presentations and interaction between parents and teachers.

#302 Botwinik, Ruth and others. "Getting Parents Involved." THRUST, vol. 11 no. 2, NOVEMBER 1981, p. 23.

This article includes suggestions on how to get parents involved in the education of their high school-aged children. Emphasis is placed on successful parent-teacher conferences.

#303 Breiling, Annette. "Using Parents as Teaching Partners." READING TEACHER, vol. 30 no. 2, November 1976, pp. 187-192.

The role of parents in affecting children's success in reading is becoming increasingly recognized. This article describes the TITLE I parent involvement program developed in Montgomery County, Md., that helped parents provide motivation, practice and exposure to reading at home.

#304 Builder, Philip. "Parents as Partners in the Teaching of Reading." AUSTRALIAN JOURNAL OF READING, vol. 5 no. 4, November 1982, pp. 216-222.

Children's reading difficulties may be exacerbated by their parents' anxieties and efforts to help. A program to build parents' understanding of the reading process provides invaluable support for a school's efforts in reading remediation.

#305 Cervone, Barbara Tucker and O'Leary, Kathleen. "A Conceptual Framework for Parent Involvement." EDUCATIONAL LEADERSHIP, vol. 40 no. 2, November 1982, pp. 48-49.

In this article the authors present the Parent Involvement Continuum which is a conceptual framework for parent involvement. Several involvement strategies are also presented as part of the continuum.

#306 Criscuolo, Nicholas P. "Parent Involvement in the Reading Program." PHI DELTA KAPPAN, vol. 36 no. 5, January 1982, pp. 345-46.

This article describes the New Haven, Conn., parent involvement in reading program that is a top priority of that district. Components of the program include community tutors, a recipe booklet on how to teach reading at home, a reading advisory board and reading courses for parents.

#307 Cummings, Rhoda and Maddux, Cleborne D. "How to Get Parents Involved in Your Program." ACADEMIC THERAPY, vol. 19 no. 2, November 1983, pp. 227-233.

The authors discuss four groups of parents of handicapped children: the apathetic parent, the burned-out parent, the intimidated parent and the resigned parent. Also presented are sixteen strategies to help get these parents working with teachers of their handicapped children.

#308 Forbes, Eileen and others. "Working With Parents." INSTRUCTOR, vol. 89 no. 8, March 1980, pp. 52-58.

The Home Help Center at Danbrook Elementary School in Anaheim, Calif., is helping parents get involved in their children's education by providing reading games and materials for parents to check out and use at home with children. This is one of eight parent involvement programs described in this article.

#309 Gastineau, Charles L. "The Parent University: Teaching Parents How Children Learn (and Don't Learn)." THRUST, vol. 2 no. 3, January/February 1982, p.30.

As a result of a parent opinionnaire, educators at Lancaster School District started a "parent university" that offers several "courses" on different topics. The Saturday "university" includes sessions on "Assertive Discipline", "Effects of TV on Your Child", "Positive Parenting", "Are You Listening, Mom and Dad?" and "Childhood Illnesses".

#310 Gordon, Ira J. "The Effect of Parent Involvement on Schooling." In: PARTNERS: PARENTS AND SCHOOLS, pp. 4-25. Edited by Ronald S. Brandt. Alexandria, VA: Association for Supervision and Curriculum Development, 1979.

This material is based on a presentation made by Ira Gordon at an ASCD conference in 1978. Gordon explains four models of parent-school-community relationships and cites research evidence of long-term effects of parent involvement programs.

#311 Graika, Thomas. "Parents: Partners in Science." SCIENCE AND CHILDREN, vol. 19 no. 1, September 1981, pp. 13-15.

The author describes the Saturday Science Program offered by the Chicago Museum of Science and Industry to help parents become involved in their elementary-aged children's science education. Activities used in the course for parents are included in this article.

#312 Grant, Carl A. "Preparing Teachers for Parent Involvement." In: COMMUNITY PARTICIPATION IN EDUCATION, pp. 95-114. Boston: Allyn and Bacon, Inc., 1979.

This paper attempts to answer five questions: 1) Why should parents be involved in their children's education? 2) Why should teachers be trained to involve parents? 3) What competencies do teachers need for working with parents? 4) How can teachers be helped to achieve these competencies? and 5) What can be done to enable schools of education to meet the challenge of preparing teachers for parent involvement?

#313 Greenwood, Gordon E. and Kaplan, Leonard. "The Role of the Teacher." In: BUILDING EFFECTIVE HOME-SCHOOL RELATIONSHIPS. pp. 68-92. Edited by Ira J. Gordon and William F. Brievogel. Boston: Allyn and Bacon, Inc., 1976.

This chapter examines the role of the teacher in making home visits and involving parents in their children's education. Tips are given on planning a home visit and on how to have successful visits with parents.

#314 Guttman, Julia A. "Getting Parents Involved in Preschool." EDUCATION DIGEST, vol. 44 no. 3, November 1978, pp. 15-17.

This article describes the Guided Observation program in Rochester, New York that involved parents of three- or four-year-old children. Parents came to school one-half day a week with their children and either attended discussion groups or acted as teaching assistants.

#315 Kessler, Gail. "Parents and Schools Form a New Powerful Partnership." FAMILY LEARNING, vol. 1 no. 1, March/April 1984, pp. 28-32.

Mothers and fathers in ever-increasing numbers are joining together with public schools across the country to share power and responsibility. This article highlights parent involvement efforts in Salt Lake City, San Francisco and Tenafly, New Jersey.

#316 Long, Lynette. "Parents: the Untapped Resource." MOMENTUM, vol. 13 no. 3, October 1982, pp. 21-22.

According to Dr. Long, the development of a close relationship between parent and teacher is essential in today's schools. But a good working partnership takes time to develop. Included in this article is a list of ways teachers can communicate with parents.

#317 Maddux, Cleborne D. and Cummings, Rhoda E. "Parental Home Tutoring: Aids and Cautions." EXCEPTIONAL PARENT, vol. 13 no.4, August 1983, pp. 30-33.

Too often tutoring becomes a negative experience for children and their parents. In this article suggestions are given for parents who are interested in tutoring their handicapped children at home. Parents are cautioned not to jeopardize their relationships with their children.

#318 Marcovich, Sharon J. "Waiting in the Window for Teacher." AMERICAN EDUCATION, vol. 11 no. 6, July 1975, pp. 9-12.

Teachers in Superior, Wisconsin were concerned about parental interest and decided to set up a program of home visits and kindergarten readiness. How the program was established and a typical home visit are described in this article.

#319 Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education." EDUCATIONAL LEADERSHIP, vol. 40. no. 2, November 1982, pp. 44-47.

Using recent studies on programs and practices to involve parents in their children's schooling, the author cites some effects of parent participation on achievement, describes how parents participated in the program and lists barriers to home-school collaboration. Also included are highlights from research on tutoring.

#320 Sherrod, Joe R. "Share - A Partnership for Progress." TEXAS OUTLOOK, October 1978, pp. 38-39.

Project SHARE - School and Home Accepting Responsibility for Education - was developed in the Fort Worth Independent School District. Guidelines for the program are: 1) set aside a minimum of one hour each evening for your child to study; 2) check homework and offer help or talk with the child about school; 3) call the school with questions and concerns; 4) encourage reading and 5) attend conferences, programs and meetings.

#321 Smith, Kay M. "The Home as Learning Center: The Family as Educator." CONTEMPORARY EDUCATION, vol. 55 no. 2, Winter 1984, pp. 81-84.

The family can and should provide learning experiences in a child's education, rather than leaving all the responsibility to the school, according to this author. Several activities are suggested that would provide in-home learning experiences and help develop a child's curiosity, exploration, inquiry and discovery.

#322 Strom, Robert D. "The Home-School Partnership: Learning to Share Accountability." CLEARING HOUSE, vol. 57 no. 7, March 1984, pp. 313-317.

Strom says that a need for shared accountability is evident from three conditions and urges us to devise more effective and satisfying ways for including parents as partners in the educational process. Strom also sets forth obligations of both schools and parents in effective partnerships.

#323 Towns, Kathryn and Jones, Bruce T. THE IGNORED, UNTRAINED TEACHERS: PARENTS. Paper presented at the Annual Meeting of the American Educational Research Association. (San Francisco, CA April 8-12, 1979.) ED170069.

In the Parents as Resource Program approximately 160 parents completed a ten-week series of workshops constructed to increase parental self-confidence, to develop awareness of affective childrearing practices and to demonstrate creative use of materials available in every home. Parents in the program seemed to become more concerned about their child's meals, clothes and preparation in school work.

#324 Urich, Ted R. and Lavorgna, Judith P. "A Parent Involvement Program -- Giving Opportunity a Chance." NASSP BULLETIN, vol. 64 no. 432, January 1980, pp. 34-39.

The Parent Involvement Weekend may be successful as a non-traditional parent involvement program in schools. The program design includes teacher inservice and a faculty-home visitation program.

#325 Walberg, Herbert J. "Families as Partners in Educational Productivity." PHI DELTA KAPPAN, vol. 65 no. 6, February 1984, pp. 397-400.

Although evidence shows that the efficiency of the home in fostering learning has declined for several decades, Mr. Walberg observes that cooperative partnerships between home and school can dramatically raise educational productivity. The author also discusses learning trends, family trends, homework and home environment.

ATTACHMENT # 10

CONNECT*ED FACT SHEET

CONNECT*ED is an electronic communication system that links school districts in Arkansas with each other and with the Arkansas Department of Education by using computers and telephone lines. Each member school district has a computer or microcomputer and communications software that enables that district to communicate with the computer at the Department. Information on education in Arkansas is stored in the Department's computer and then retrieved by school districts by using a toll free number. Ten days of news are stored in the Department's computer continuously. Districts can retrieve this information daily or at their convenience.

To join CONNECT*ED, the following is necessary:

1) Equipment and software:

Any kind of microcomputer can be used to access the CONNECT*ED system as long as that computer will run communications software that will enable you to get the information from the Department's computer and download or transmit it to a diskette in your microcomputer.

A 1200 baud communications modem is required. This is the speed at which the information will be transmitted to you over the telephone lines. If your modem operates at any other speed, you will not be able to get into CONNECT*ED.

A printer is necessary to print the data downloaded to and stored on the diskette in your microcomputer.

Communications or modem software is necessary that will enable you to download information. It is important that the software you choose is sophisticated enough to let you manipulate the information you will be receiving and store it on diskettes for future use.

2) ADE approval:

Every district in the state is eligible to participate in CONNECT*ED. Due to computer and telephone line problems, each district must notify the Department prior to joining the system. This can be done by contacting Dianne Williams, Information Center Supervisor at the Department, (371-5037), for information on access codes, phone numbers and equipment.

CONNECT*ED is updated daily and includes information on events, regulations and news about what's happening in education in Arkansas. During the legislative session, January 1985, daily updates will also be given on education legislation. THE STARTING DATE FOR OPENING CONNECT*ED TO ALL DISTRICTS IS DECEMBER 1, 1984.

CONNECT*ED OPERATING PROCEDURES

I. INTRODUCTION

To effectively and efficiently serve all Arkansas school districts with educational news, the Connect*Ed communication system was developed to accomplish the following:

The most recent ten (10) days of news releases will be maintained on the Arkansas Department of Education (ADE) computer. School districts having the proper communication equipment and ADE approval can retrieve data through the telephone system toll free. Districts can retrieve news each day or, when days are missed, can retrieve missing days up to ten. Day(s) to be retrieved will be the only selection required. Once this selection is made, the data will be transmitted to the district's micro in its entirety and will then be automatically disconnected.

It is suggested that the district place the data on a disket, disk or tape for printing, for transmission to schools within the district and for future retrieval.

The following procedure outlines the steps necessary to successfully retrieve news data from ADE's computer data base.

II. PREREQUISITE

A. ADE Approval:

Every district in the state is eligible to participate in the Connect*Ed program. Due to computer and telephone line load problems, it is necessary that each district receive ADE's approval prior to starting. This can be done by contacting Dianne Williams (371-5037). Ms. Williams will give a starting date and can assist in defining equipment requirements.

B. Equipment:

1. A communications terminal is required. A microcomputer or larger is suggested. The equipment must be capable of handling communications (usually a communications software package) on the Bell system at a 1200 baud rate.
2. A 1200 baud communications modem is required. Slower or faster rates will not be accepted. The modem must be compatible with the district's micro and the Bell System's dial-up service.
3. A method of accepting the news at 1200 baud and storing for printing and possible future retrieval is required. Diskettes, disk or tape can be used for permanent or semi-permanent storage.
4. A printer is required to print the data from the storage device or from memory if no storage device is used.
5. Communications protocol requirements are: "8 bit - no parity - one stop bit" The districts micro must be set up in this manner.

III. Communication Connect

A. Time of Day:

Normal operating hours are 8:30 am to 6:30 am. The two (2) hours, 6:30 am to 8:30 a.m., are used by ADE to back up their entire system and for the current days Connect*Ed data to be placed in the data base.

B. Telephone Numbers:

Bell !!: operating

1. The toll free number to be used by districts outside the metropolitan Little Rock area is 1-800-342-3850.
2. The local number to be used by districts within the metropolitan Little Rock area is 371-5575. This number can be used by any district within the state but will not be toll free.

C. Connection Problems:

1. If the line is busy, redial at a later time.
2. If you do not receive a "connect" tone, chances are ADE's computer is out of service. Whenever possible, ADE will give prior notice. When down-time is pre-scheduled, Connect ED will be noted. However, there will be times when this cannot be done. Redial at a later time.

D. Logging-in:

When transmission connection has been established always hit the RETURN KEY first!! One of four things may occur:

1. If the screen shows "RSTS V7.2 ADE BLUE SYSTEM....":
   a. At the prompt "User:" type 100/80 and hit the return key.
   b. At the prompt "Password" type CNED and hit the return key.
   c. The CNED will not appear on the screen. Continue to the next step. If you type the wrong "Password", retry will be available.
   d. At the prompt "ENTER LEA NUM AS 4 DIGITS", type ~~the~~ GAIL first four (4) digits of the districts LEA number and hit the return key. If you type in the wrong LEA number, a retry will be available.
2. If the screen shows a message(may be any number of statements) followed by a "$" sign (this means the last person to use Connect ED did not sign off properly):
   a. ~~At the "$" sign~~ type HELLO and hit the return key.
   b. At the prompt "ENTER LEA NUM AS 4 DIGITS", type the first four (4) digits of the districts LEA number and hit the return key. If you type in the wrong LEA number, a retry will be available.
3. If data is transmitting or miscellaneous data appears (this means the last person to use Connect ED disconnected before completion of transmission):
   a. The district must wait until data transmission has been completed. The words "HAVE A NICE DAY --- END OF TRANSMISSION" indicates transmission has completed.
   b. When a "$" sign appears, follow the same steps in number 2 above.
4. If nothing appears on the screen, Contact Gail Tucker, Data Processing, 371-1762 for further assistance.

IV. Data Transmission

A. Release Data Selection:

Information personalized for each district will appear. This information will show the district what dates they have or have not selected for transmission prior to the current date. By following the instructions that appear, the district can select all dates that have not been prevously selected or can select individual dates of those previously selected (in case one or more dates are lost) but only for the 10 days.

B. "ENTER FUNCTION:" processing

1. "(R)EST=DATES THAT YOU DO NOT HAVE"

The dates that indicate "NO" are the dates the district has not received news information. By hitting the R key followed by hitting the return key, all dates having "NO" will be transmitted. You "do not" have to select each date.

2. "(S)ELECTIVE=SPECIFIC DATE"

Any of the ten (10) dates, even those previously transmitted, can be selected by hitting the S key. At the prompt, enter a three (3) digit month abbreviation followed immediately by a two (2) digit day, e.g. SEP04 followed by hitting the return key.

At the prompt, enter the next selected date, etc., or if the last has been selected, enter 99999 and hit the return key. All selected dates will be transmitted.

3. "(B)YE=STOP TRANSMISSION AT THIS POINT"

If the transmission needs to be terminated at this point, hit the B key followed by hitting the return key. Transmission will be terminated. DO NOT USE "B" AT ANY OTHER TIME.

C. Data Transmission Completion:

This is very important

When the words "HAVE A NICE DAY --- END OF TRANSMISSION" appear, followed by a "$" sign, immediately complete the following steps:

1. The district must type BYE/F and hit the return key.
2. Disconnect modem.

"DO NOT DISCONNECT (hang up) DURING TRANSMISSION!"

V. Districts Processing

It is suggested that

A. Storage:

Connect*Ed data be placed on a disket (or similar storage device) at or immediately after transmission.

B. Printing:

From storage, print the Connect*Ed data for distribution.

C. Intra District Processing:

Using phone communications, disseminate the Connect*Ed information to schools within the district.

D. Information Retrieval:

Maintain the Connect*Ed information on diskettes and upon request, retrieve pertinent data on a date issued or subject area basis.

VI. Problems

A. Equipment/Software Configuration:

Contact Dianne Williams, Communications and Dissemination 371-5037.

B. Connection with ADE Computer:

Contact Gail Tucker, Data Processing, 371-1762

LOGGING IN

(Normal operating Procedures)

R = Return Key

▶ = District Entered Data

* ▶ R

Entered By District

* RSTS V7.2-04 ADE BLUE SYSTEM ....

Will Appear --- Informational Data

If this message does not appear check "Logging-in" section of operating procedures.

* ▶ USER:100/80 R

Will Appear — Entered By District

* ▶ Password:CNED R

Will Appear — Entered By District (will not appear on screen)

* Other User IS Logged in Under This Account

May Appear --- Informational Data

* Connect Ed V1.0-00
* RSTS/E V8.0-00

Will Appear --- Informational Data

* Will Appear

* Enter LEA Num As 4 Digits
* ▶ XXXX R

Entered By District

BEST COPY AVAILABLE

PLEASE COMPLETE THE FOLLOWING

1. Form Width ....
2. Form Length ....

3. Rush Printing ☐ Yes ☐ No
4. Proof Required ☐ Yes ☐ No

9. First Type Position To Be Used
10. Last Type Position To Be Used
11. Method Of Fastening

ENTER FUNCTION EXAMPLES

1. The "R" Function R = Return Key

```
*    DATE OF NEWS ITEM ---- PREVIOUS ACCESS  }
*       SEP. 03       "      YES             }
*       SEP. 04       "      YES   }         }
*       SEP. 05       "      YES   }  Will appear
*       SEP. 06       "      YES   }  as it applies
*       SEP. 07       "      YES   }  To applicable
*       SEP. 10       "      NO    }  district
*       SEP. 11       "      NO    }             }  Will
*       SEP. 12       "      NO    }             }  appear
*       SEP. 13       "      NO    }             }
*       SEP. 14       "      NO    }             }
                                                 }
*    ENTER FUNCTION:                             }
*      (R)EST        = DATES THAT YOU DO NOT HAVE
*      (S)ELECTIVE   = SPECIFIC DATE             }
*      (D)YE         = STOP TRANSMISSION AT THIS POINT

*  ▶    R  R
        Entered by district
```

TRANSMISSION

of selected News items
(All dates containing NO)

BEST COPY AVAILABLE

PLEASE COMPLETE THE FOLLOWING

1. Form Width ______ 5. Back Printing ☐ Yes ☐ No 9. First Type Position To Be Used

2. Form Length ______ 6. Proof Required ☐ Yes ☐ No 10. Last Type Position To Be Used

2. The "S" Function

* DATE OF NEWS ITEM ---- PREVIOUS ACCESS
* SEP. 03 " YES
* SEP. 04 " YES
* SEP. 05 " YES
* SEP. 06 " YES
* SEP. 07 " YES
* SEP. 10 " YES
* SEP. 11 " YES
* SEP. 12 " YES
* SEP. 13 " YES
* SEP. 14 " NO

* ENTER FUNCTION:
* (R)EST = DATES THAT YOU DO NOT HAVE
* (S)ELECTIVE = SPECIFIC DATE
* (B)YE = STOP TRANSMISSION AT THIS POINT

will appear

* ▶ S R̲

Entered by district

* ENTER DATE EXAMPLE SEP03
* ENTER 99999 IF LAST DATE HAS BEEN SELECTED

will appear and reappear until 99999R̲ is entered

* ▶ SEP13 R̲

Entered by district

* ▶ When 99999 R̲ is entered

TRANSMISSION
of selected news items
(Sept 13 ----)

BEST COPY AVAILABLE

PLEASE COMPLETE THE FOLLOWING

1. Form Width
2. Form Length
3. Back Printing Yes No
6. Proof Required Yes No
9. First Type Position To Be Used

3. The "B" Function

```
*         DATE OF NEWS ITEM ---- PREVIOUS ACCESS
*              SEP. 03        "        YES
*              SEP. 04        "        YES
*              SEP. 05        "        YES
*              SEP. 06        "        YES
*              SEP. 07        "        YES
*              SEP. 10        "        YES
*              SEP. 11        "        YES
*              SEP. 12        "        YES
*              SEP. 13        "        YES
*              SEP. 14        "        YES

*         ENTER FUNCTION
*           (R)EST        = DATES THAT YOU DO NOT HAVE
*           (S)ELECTIVE   = SPECIFIC DATE
*           (B)YE         = STOP TRANSMISSION AT THIS POINT

*    ▶      B R
```

will ap

Entered by district

BEST COPY AVAILABLE

END OF TRANSMISSION

* HAVE A NICE DAY --- END OF TRANSMISSION

* ▶ $\underbrace{\$}_{\text{will appear}}\underbrace{\text{BYE/F }\underline{\text{R}}}_{\text{Entered by district}}$

ATTACHMENT 11, chart entitled "Explore Education by Satellite":

REMOVED FOR REASONS OF UNREPRODUCIBILITY.

ATTACHMENT # 12

November 15, 1984 - February 14, 1985

1. Grant NIE ID DATANIE 97 Year 1984

		Prior Expenditures	
2.	Carry-Over (Beginning Balance)		$ -0-
3.	Grant Award		$ 62,329.00
4.	Total Available		$ 62,329.00
5.	Total Approved (Budget)		$ 62,329.00
6.	Adjustments		$ -0-
7.	Amount Reserved		$ -0-
8.	Current Expenditures		$ 50,081.80
00	Salaries	$ 6,676.00	
01	Extra Help	$	
02	Maint. & Oper.	$ 3,989.54	
03	Matching	$ 1,604.16	
04	Grants & Aid	$	
09	Travel	$	
10	Contract Services	$	
11	Capital Outlay	$	
12	Data Processing	$	
	TOTAL		$ 12,269.70
9.	Year to Date Expenditures		$ 62,351.50
10.	Refunds		$ 22.50
11.	Available Balance		$ -0-

BEST COPY AVAILABLE

November 15, 1984 - February 14, 1985

1. Grant NIE ID DATANIE 97 Year 1984

2. Carry-Over (Beginning Balance)		$ -0--
3. Grant Award		$ 62,329.00
4. Total Available		$ 62,329.00
5. Total Approved (Budget)		$ 62,329.00
6. Adjustments		$ -0-
7. Amount Reserved		$ -0-
8. Current Expenditures	Prior Expenditures	$ 50,081.80
00 Salaries	$ 6,676.00	
01 Extra Help	$	
02 Maint. & Oper.	$ 3,989.54	
03 Matching	$ 1,604.16	
04 Grants & Aid	$	
09 Travel	$	
10 Contract Services	$	
11 Capital Outlay	$	
12 Data Processing	$	
TOTAL		$ 12,269.70
9. Year to Date Expenditures		$ 62,351.50
10. Refunds		$ 22.50
11. Available Balance		$ -0-

BEST COPY AVAILABLE

FEDERAL CASH TRANSACTIONS REPORT

(See instructions on the back. If report is for more than one grant or assistance agreement, attach completed Standard Form 272-A.)

Approved by Office of Management and Budget, No 80-RO182

1. Federal sponsoring agency and organizational element to which this report is submitted National Institute of Educ.
Room 711-1200 Nineteenth St. NW
Washington, D. C. 20208

2. RECIPIENT ORGANIZATION

Name : Arkansas Department of Education
Number and Street : 4 Capitol Mall
City, State and ZIP Code: Little Rock, Arkansas 72201

3. FEDERAL EMPLOYER IDENTIFICATION NO. ▸ 71-6007390

4. Federal grant or other identification number: NIEG 800023
5. Recipient's account number or identifying number: Alloc 97 (794.0)
6. Letter of credit number:
7. Last payment voucher number: 17112.63

Give total number for this period

8. Payment Vouchers credited to your account:
9. Treasury checks received (whether or not deposited):

10. PERIOD COVERED BY THIS REPORT
FROM (month, day, year): November 15, 1984
TO (month, day year): February 14, 1985

11. STATUS OF FEDERAL CASH *(See specific instructions on the back)*	a. Cash on hand beginning of reporting period	$ -0-
	b. Letter of credit withdrawals	45,216.37
	c. Treasury check payments	17,112.63
	d. Total receipts *(Sum of lines b and c)*	62,329.00
	e. Total cash available *(Sum of lines a and d)*	62,329.00
	f. Gross disbursements	62,351.50
	g. Federal share of program income Refund	22.50
	h. Net disbursements *(Line f minus line g)*	62,329.00
	i. Adjustments of prior periods	-0-
	j. Cash on hand end of period	$ -0-
12. THE AMOUNT SHOWN ON LINE 11J, ABOVE, REPRESENTS CASH REQUIREMENTS FOR THE ENSUING Days	13. OTHER INFORMATION	
	a. Interest income	$
	b. Advances to subgrantees or subcontractors	$

14. REMARKS *(Attach additional sheets of plain paper, if more space is required)*

15. CERTIFICATION

I certify to the best of my knowledge and belief that this report is true in all respects and that all disbursements have been made for the purpose and conditions of the grant or agreement

AUTHORIZED CERTIFYING OFFICIAL

SIGNATURE: C. L. Brown
DATE REPORT SUBMITTED: 3/12/85
TYPED OR PRINTED NAME AND TITLE: C. L. Brown, Coordinator, Federal Finance
TELEPHONE (Area Code) 501 (Number) 371-1241 (Extension)

THIS SPACE FOR AGENCY USE

BEST COPY AVAILABLE

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED
National Institute of Educ., Room 711-1200 Nineteenth St., N.W., Washington, D. C. 20208

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
N. I. E. G-80-0023

OMB Approved No. 80-R0160

PAGE 1 OF 1 PAGES

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

Arkansas Department of Education
#4 Capitol Mall
Little Rock, Arkansas 72201

4. EMPLOYER IDENTIFICATION NUMBER
71-6007390

5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER
794.0 Allocation 97

6. FINAL REPORT ☒ YES ☐ NO

7. BASIS ☒ CASH ☐ ACCRUAL

8. PROJECT/GRANT PERIOD (See instructions)
FROM (Month, day, year) February 15, 1984
TO (Month, day, year) February 4, 1985

9. PERIOD COVERED BY THIS REPORT
FROM (Month, day, year) November 15, 1984
TO (Month, day, year) February 14, 1985

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ 50,081.80	$	$	$	$	$	$ 50,081.80
b. Total outlays this report period	12,269.70						12,269.70
c. *Less:* Program income credits	22.50						22.50
d. Net outlays this report period *(Line b minus line c)*	12,247.20						12,247.20
e. Net outlays to date *(Line a plus line d)*	62,329.00						62,329.00
f. *Less:* Non-Federal share of outlays	-0-						-0-
g. Total Federal share of outlays *(Line e minus line f)*	62,329.00						62,329.00
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	62,329.00						62,329.00
l. Total cumulative amount of Federal funds authorized	62,329.00						62,329.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE
a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED
b. RATE N/A
c. BASE N/A
d. TOTAL AMOUNT N/A
e. FEDERAL SHARE N/A

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
C. L. Brown

DATE REPORT SUBMITTED
3-1-85

TYPED OR PRINTED NAME AND TITLE
C. L. Brown, Coordinator

TELEPHONE (Area code, number and extension)
(501) 371-1241

269-101

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110